

# SCHOLASTIC COACH

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## IN THIS ISSUE

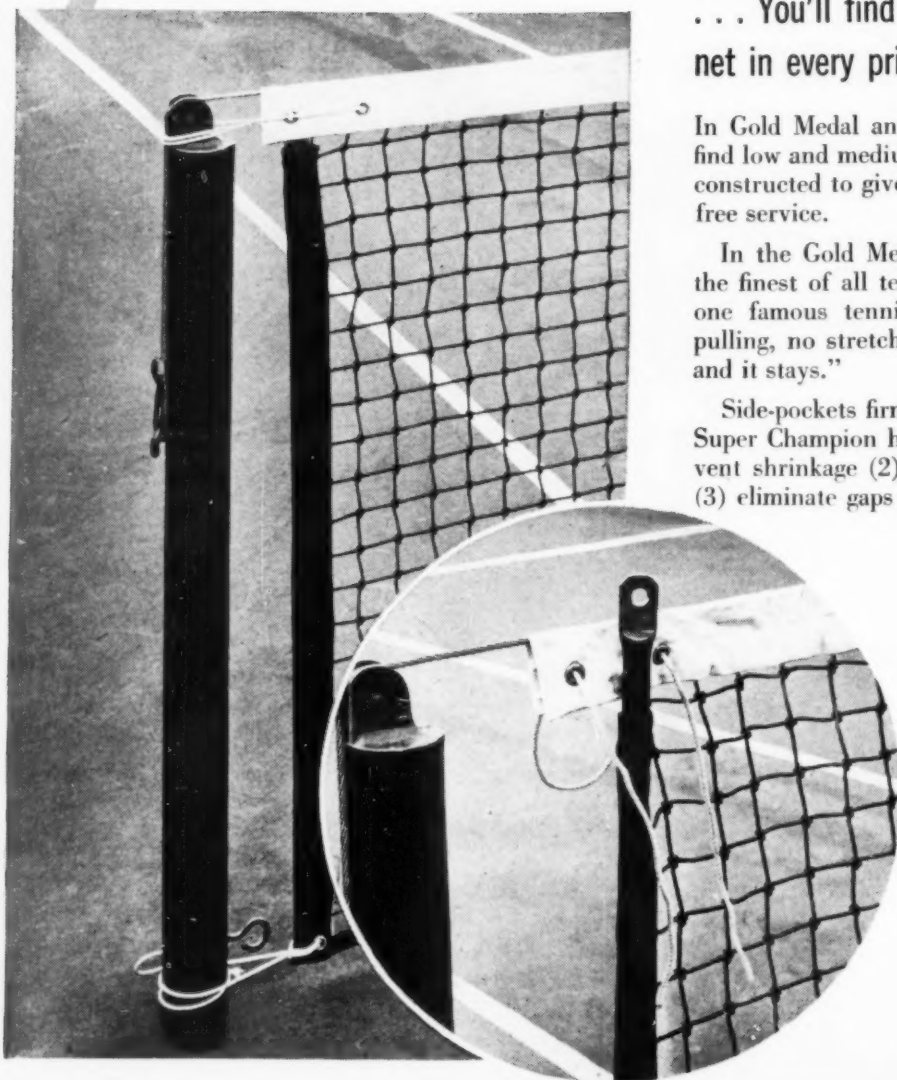
Batting by Joe DiMaggio

Picture Study of Gaston Reiff

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Developing Control (Pitching)

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# SCHOLASTIC COACH

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VOLUME 18 • NUMBER 8 • APRIL

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# The time is Reiff

**W**HILE the term "scoop" is as old-fashioned as a line buck over center, it is precisely the word for our Gaston Reiff pictures on pages 10 and 11.

Gaston—just in case you've been out of touch with civilization since last July—is the slim, hirsute-less Belgian who ran away with the Olympic 5000-meter title, then visited America the past winter and gave all our distance men a good look at his heels. So good a look, in fact, that he was voted the outstanding runner of the indoor season.

The story of our "scoop" has such nice international implications that its telling might strike some sort of blow for international amity. (*Come, come, Mr. Gromyko, you're not paying attention!*)

Just before Gaston embarked for the U.S., we received a communique from the Secrétaire-Général of the Ligue Royale Belge d'Athlétisme, informing us of the impending arrival of a crack Belgian track coach, one Paul De Saedeleer. Monsieur Paul was coming over to study our coaching methods and the good Secrétaire-Général wanted to know if we could lend him a helping hand.

Naturellement, we wrote back in our best junior high school French, we'd be delighted to help arrange an itinerary for the visiting fireman. It was little enough to do for a brave ally of the last eight or nine wars.

**I**N little more than the time it takes to score a basket on a quick break, Monsieur Paul was storming the moat outside our castle. He turned out to be a big, shaggy, reformed quarter miler, completely unassuming and as nice as apple pie.

After exchanging international amenities at immense length, we outfitted him with an itinerary as long as a vaulting pole, then permitted him to ransack our files for good technical articles on track.

The sacking of the occupied countries was petty larceny compared to the job Monsieur Paul did on our files.

Actually, though, we were tickled to see how impressed he was with our coaching articles, and we were happy to give him everything he asked for. He offered to pay for the magazines in good American cash, but we wouldn't hear of it.

Before leaving—laden with booty—he informed us that Reiff would soon be visiting our shores and whether we would like to take some pictures of him. You can guess what we said to that.

**T**HAT was the beginning of a beautiful friendship. Monsieur Paul visited us on and off during the next few weeks; and after Reiff arrived, he served as a sort of liaison between the Belgian and the wondrous new world.

We finally caught up with Reiff the afternoon before the national championships. Monsieur De Saedeleer had him take a few turns around the New York University board track especially for our cameraman.

In his street clothes, Reiff was about as impressive as a pants presser on his day off. A gentle, balding little man, he looked sort of drowned in the middle of a big, brown, double-breasted overcoat. But once he stepped onto the track, a marvelous metamorphosis took place. The guy became positively beautiful.

His track scanties revealed a plethora of hard, flat running muscles; and once he started running, our pulse quickened. You couldn't mistake his class. It stuck out all over him plain as the six-shooters on Gene Autry's hip.

Even Emil Von Elling, the Olympic and NYU coach who was standing on the sidelines with Monsieur De Saedeleer and ourself, was moved to exclaim, "Nice, huh?" And Von has been looking at distance runners since Pheidippides started the whole thing in 490 B.C.

It was interesting to note that Reiff didn't immediately start running on the boards. He took his first few turns on the grass just in-

side the boards. "For warming up without jar," explained Monsieur Paul.

Reiff ran smoothly and effortlessly, with that peculiar floating stride that earmarks the better European distance runners. The Europeans hardly appear to touch the ground. They seem more to skim over it. All their running is so easy and relaxed, so completely natural, that you wonder why the Americans can't do it.

We put the question to Monsieur De Saedeleer. "It's just a matter of practice," the good Belgian said in his careful, charmingly accented English. "American boys lean towards the dashes and middle distances because you have a tradition in these events and because they fit the American temperament so well."

"The distance events are considered dull and tedious, and not worth all the practice they require. In Europe, the reverse is true. The distance events are considered the greatest tests of running ability, and our boys are willing to work hard at it."

"I don't think the American distance runners work as hard as they should. They say, 'I'll run five miles today and four miles tomorrow.' The Europeans are not so concerned with distance in their workouts. They concentrate more on running a certain amount of time. They say, 'I'll run 40 minutes today and 35 minutes tomorrow.' They run longer and work harder this way."

**S**INCE Reiff was scheduled to run in the national championships the next day, we wondered if he wasn't overdoing his training by taking a 35-minute workout the day before.

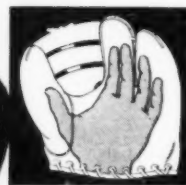
Von Elling shook his head. "Not at all. He can run all day at the pace he's going now. A workout like this keeps him fine. Why, Nurmi used to practice on the day he was scheduled to run!"

As Reiff floated easily around the  
(Concluded on page 16)



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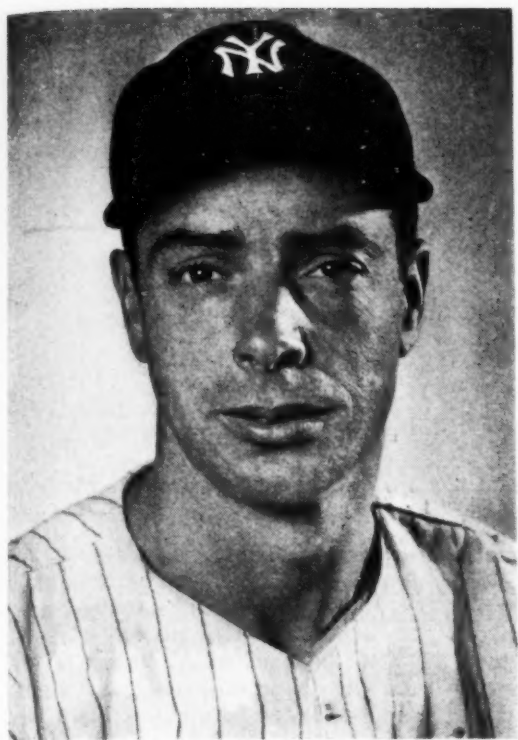
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# "How I Bat"

BY *Joe DiMaggio*

**T**HE first requirement for good hitting is keen vision. If you can't see the ball, you can't hit it. The pitcher shoots it to the plate at a speed of almost 100 miles per hour. He can make it curve, slide, glide, or hop.

The batter has two-fifths of a second to decide whether the pitch is a good one or a bad one, whether to take it or let it go by, and—if he decides to swing—to get the bat around and connect.

Of course, the good hitter must also have quick reflexes, good timing, judgment, confidence, and strength of arms, wrists, and shoulders. That means a good hitter is born, not made. Yet, whatever his natural attributes may be, there are two elements of hitting over which the batter can have full control: the type of bat he uses and how he swings it.

In 1946, a timing device clocked Bob Feller's fast ball at 146 feet per second over the regulation pitching distance of 60 feet 6 inches—a speed of 99.5 miles per hour. Believe me, a ball traveling that fast can look as small and as active as a Mexican jumping bean.

Against that, the batter waves a wooden club—usually ash—no more than 42 inches long, two and three-quarters inches thick at its fattest part, and weighing a little more than two pounds. Within these limits there are long bats and short ones, heavy ones and light ones, thin- and thick-handled bats.

In spring training, I always use a heavy bat; then switch to a lighter

one for the season. It's a matter of proper balance. Perhaps as good a rule as any is to choose the heaviest bat that can be swung without difficulty.

When it comes to the swing, the first consideration is stance. There are three of them: the even stance, in which both feet are the same distance from the inside line of the batter's box; the closed stance, in which the left foot is closer to the inside line; and the open stance, in which the right foot is closer to the inside line.

The main thing is for the stance to be comfortable. If the hitter feels awkward or tied up, it will affect his timing, stride, and swing. Some hitters stand far back in the batter's box, others closer to the forward line.

Most players grip the bat with the two hands close together, although Ty Cobb and Honus Wagner, two of the greatest hitters the game ever knew, held their hands

a few inches apart, sliding them together as they swung.

Almost all batters use a plain grip, the fingers of each hand flat against the handle. An exception was Ernie Lombardi, who used an interlocking grip, the little finger of his right hand laced between the forefinger and second finger of his left. Frank Frisch came out of Fordham University batting cross-handed, but he dropped that style after a year in the majors.

Usually, long-ball hitters hold the bat at the extreme end, with just the knob showing. Choke hitters grip at least four inches from the end. But whatever the grip and the stance, the hitter must put the fat part of the bat over the heart of the plate.

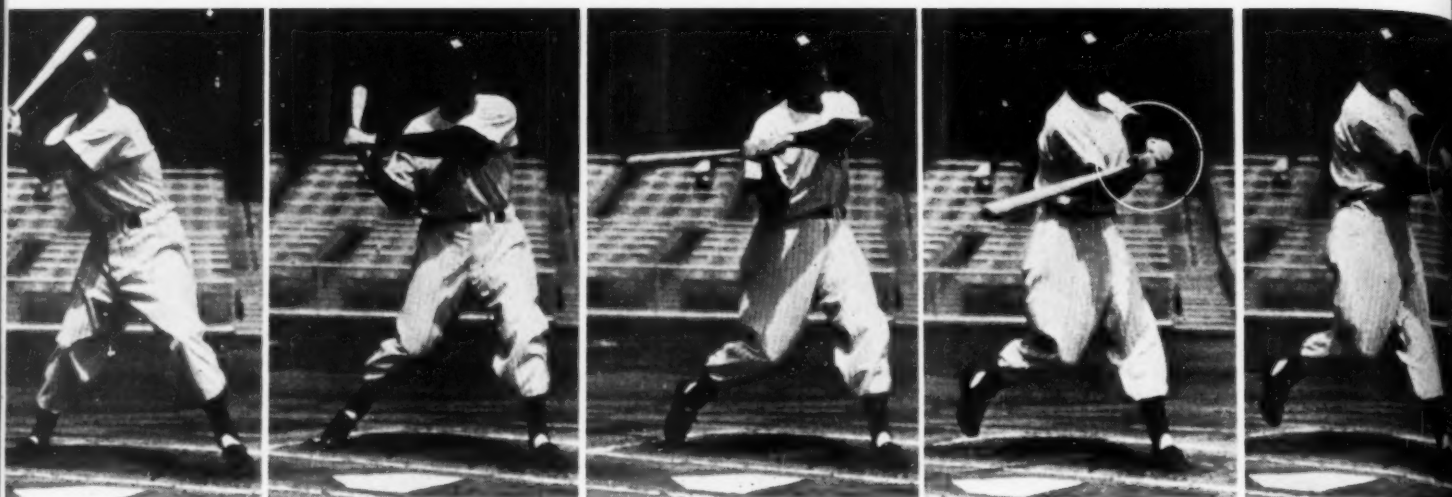
He stands up at the plate with his weight on his right foot (we're illustrating with a right-hander), spikes gripping the ground firmly, knees slightly relaxed for flexibility, bat held in comfortable position off the right shoulder. And the less preliminary bat-waving he does, the less chance there is that he will be out of position when the ball is delivered.

The swing itself must be level—the bat traveling in a plane parallel to the ground. Unless it's level, the hitter can't get all his power into his swing.

Keeping the right elbow (right-handed batters) close to the body helps guide the bat in a level plane. A batter may lower the plane to hit a ball breaking down or raise it to meet a rising ball, but he must keep the swing level.

He begins his swing by cocking his wrists and moving the bat back

**T**HIS personal analysis of the great slugger's style is brought to you through the courtesy of the McGraw-Hill Book Co. and "True," the Man's Magazine, Fawcett Publications, Inc. The actual text is reprinted from DiMaggio's book, "Baseball For Everyone," copyright 1948 by McGraw-Hill; and the picture strips appeared originally in the August 1948 issue of "True."



## STRAIGHTAWAY SWING

In the first picture, DiMag has already cocked his wrists and taken his customary short step. Note the extended position of the left arm, the level bat, and the nearly square shoulders. The ball is met off a straight left leg, just in front of the plate. The timing and the arm, bat, and shoulder carriage are faultless. The mystery is—why did that rear foot come off the ground?

slightly, then swinging it around with the strength of his arms, wrists, and shoulders behind it.

As he cocks his wrists, he steps toward the pitcher with his left foot and starts shifting his weight to his left leg, which becomes the axis around which his swing turns. The leg is straight, the knee firm.

The batter should not hurry his swing. The bat must gather speed so that the maximum power is applied as it meets the ball. This means that the wrists do not uncock until the instant of impact. The left wrist, for a right-hander, guides the bat, and both wrists throw on the power.

Once he hits the ball, the batter must follow through, swinging the

bat on until its heavy end has made a big "U" around his shoulders. Remember, the arms and the wrists and the shoulders give the power. Hurrying the swing and uncocking the wrists too soon cuts off the wrist power. Letting the swing die or failing to follow through cuts off the shoulder power.

The stride is one of the most important parts of the swing. It not only governs the follow-through but rules the transfer of the weight from the right foot to the left foot at the instant the ball is hit. The stride must be exactly right for the batter's individual style and build.

Overstriding is one of the worst batting flaws and one of the most difficult to correct. A batter who overstrides not only can't pivot for a follow-through but also is thrown off balance as he tries to connect.

Some batters stride as much as 18 inches. My own stride is about 10 inches. Vernon Stephens' stance looks almost spreadeagled, and his stride is no more than four or five inches.

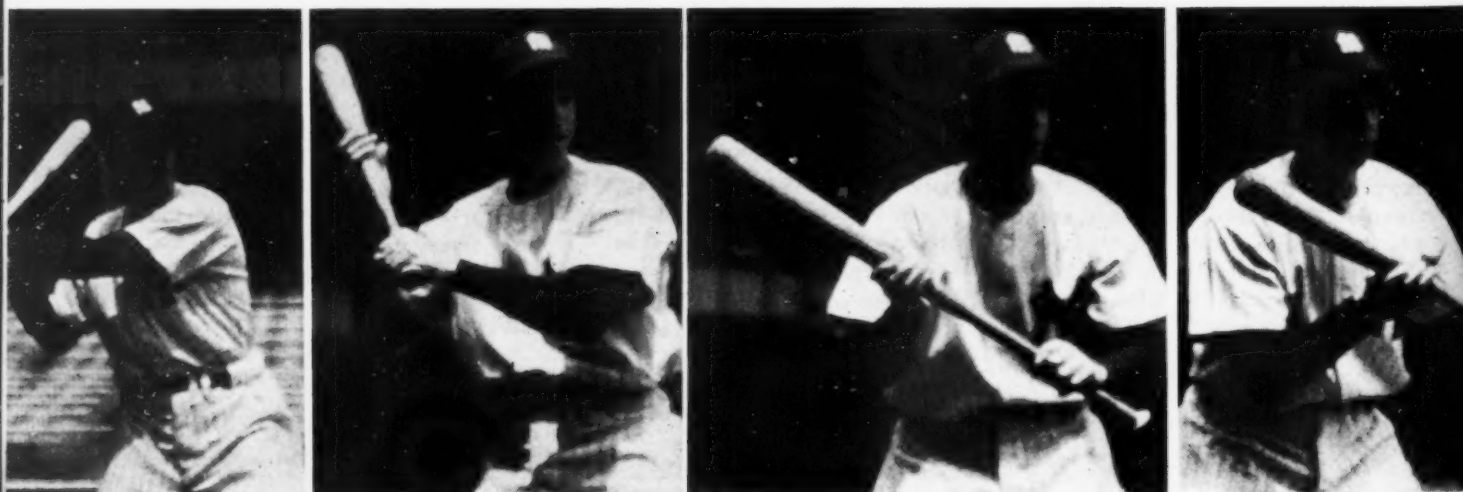
The striding foot should not kick up, but should move forward, almost along the ground. The batter who raises his forward leg high as

he strides usually is a sucker for change-up and high pitches. Mel Ott was the only high-strider I ever saw who was a fine hitter.

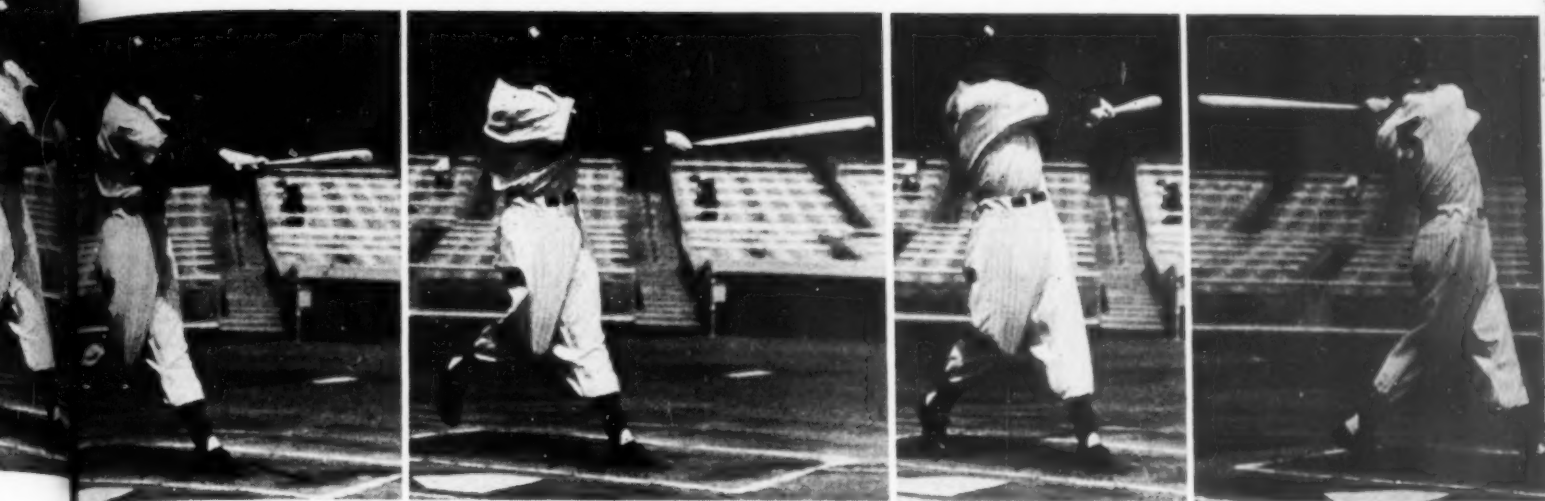
Ott took an exaggerated stride, and Al Simmons, a great right-handed hitter, pulled his left foot away from the ball as he swung. They played for two of the greatest managers in history—John McGraw and Connie Mack, respectively. The fact that McGraw and Mack did not insist on changing their strides indicates that when a player comes up who is naturally a fine hitter in spite of an unorthodox style, it is a good thing to let nature alone.

But while Simmons was murdering American League pitching, dozens of other hitters who were also stepping into the bucket were getting exactly nowhere. Lefty Gomez once said of a bucket-foot rookie: "He's hitting with one foot in the American Association."

There have been some good hitters in the majors who had the brawn to overpower bad pitches. Joe Medwick, when he first came to the Cardinals, was a famous bad-ball hitter. Batting against Gomez in an All-Star game, he got a home run on a ball so far over his head







that he had to jump to hit it. Bill Dickey said he didn't think he could have caught the pitch.

But like Simmons with his foot in the bucket, the successful bad-ball hitters are the exceptions. A batter who hits at a bad ball is doing part of the pitcher's work for him.

I believe that a hitter can get his bat on any ball within reach which he can follow with his eyes from the time it leaves the pitcher's hand until it reaches the plate.

But he should offer only at pitches which are in the strike zone, balls on which he can get the fat part of his bat. It is foolish to sacrifice power going after the bad ones.

There is one skill that can be developed through practice, and it is the one play in which many amateurs and semiprofs are superior to major leaguers. I refer to the bunt, which is bungled frequently by players who have been in the big leagues for years. More close games have been lost because a batter couldn't bunt at the right time than for any other reason.

The average sacrifice bunter fails chiefly because he refuses to give

himself up. Instead of bunting just to advance the base runner, he bunts with the idea of beating the ball out for a base hit—bunting and running at the same time.

On a bunt the batter has to shift his grip, but he must never shift it before the ball is pitched. That would be a sure tip-off to the pitcher. The idea is to hold the bat loosely and, as the pitcher delivers, get the bat parallel to the ground, sliding the upper hand halfway up the bat and using the lower hand as a guide.

The trick is to make the blow as soft as possible. A tight grip means a fast bunt. That defeats the purpose of the play, which is to delay the fielding of the ball to give the runner time to advance. Let the ball hit the bat; don't push at the ball.

Little good can come of bunting at a bad ball. A bunt against a high ball is almost a cinch to be a pop-up. Pick out a good pitch to bunt, unless the situation (such as a squeeze play) demands that the ball must be hit.

Knowing the setup, the pitcher naturally will try to get the batter to go for bad pitches. By passing them up, the batter will force the

pitcher to come in with a good one eventually, or else give up a walk. "Three and one" is an excellent spot in which to bunt.

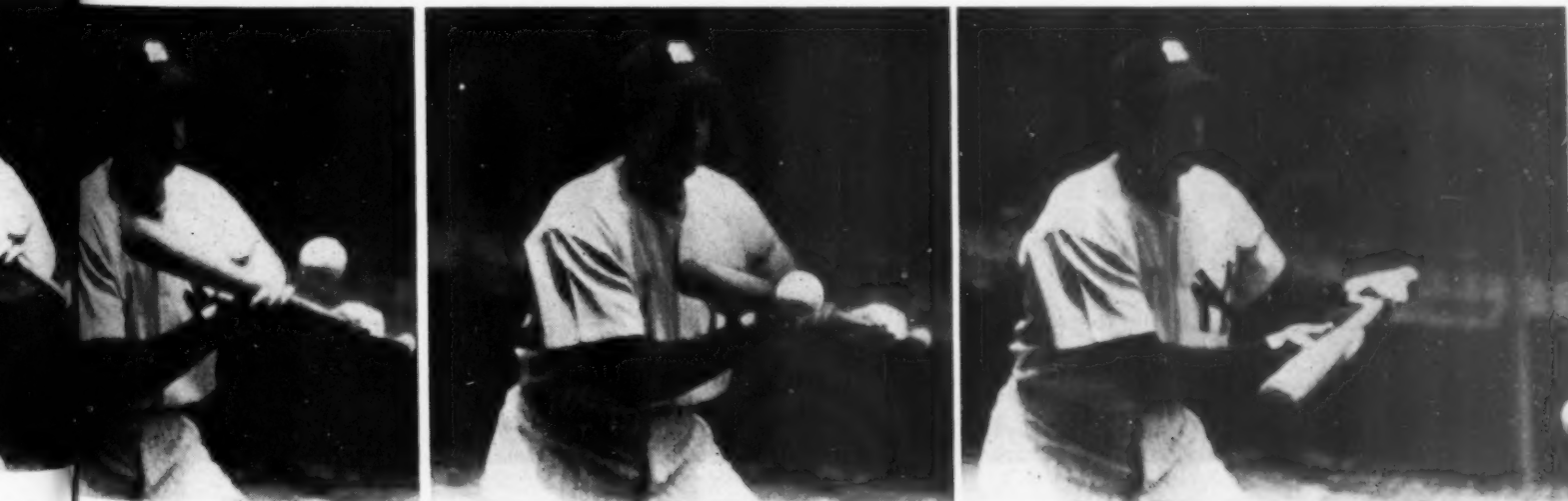
Bunting for a base hit is far different from bunting for a sacrifice. In bunting for a base hit, the batter must get a flying start to beat the play. But here, too, he must be sure to bunt the ball before he starts charging down to first. A left-hander can actually be in motion as he bunts.

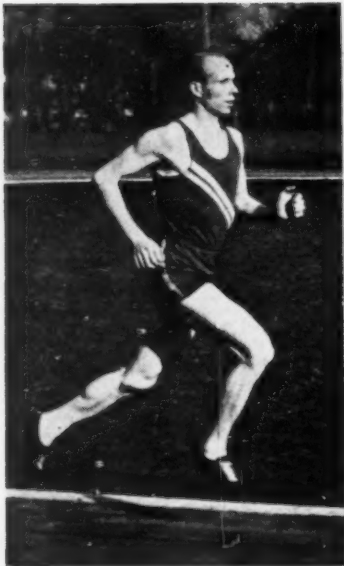
Red Rolfe was one of the best bunters I ever saw, mainly because he could disguise his intentions. He was also skillful at placing bunts, important for any bunt and absolutely necessary when the batter is bunting for a base hit. And, batting left-handed, Rolfe was closer to

(Continued on page 61)

### SACRIFICE BUNT

DiMag disguises his intent until the last moment, then slides his right hand up the bat and turns three-quarters of way around toward the pitcher. The bat is gripped loosely, parallel to the ground, and the ball is permitted to meet it. The run is not started before contact.





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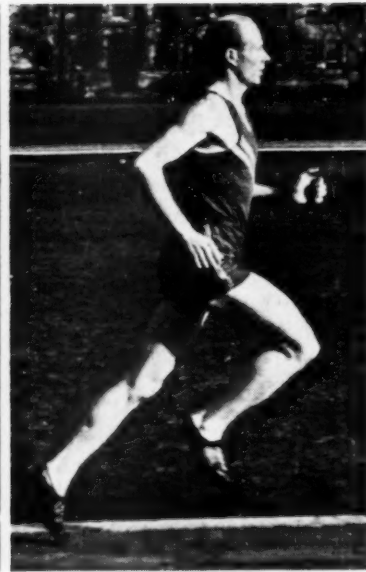
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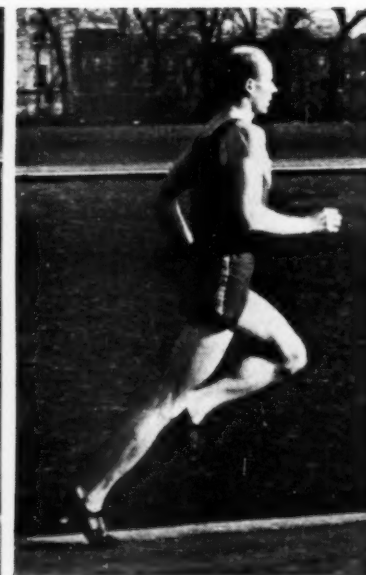
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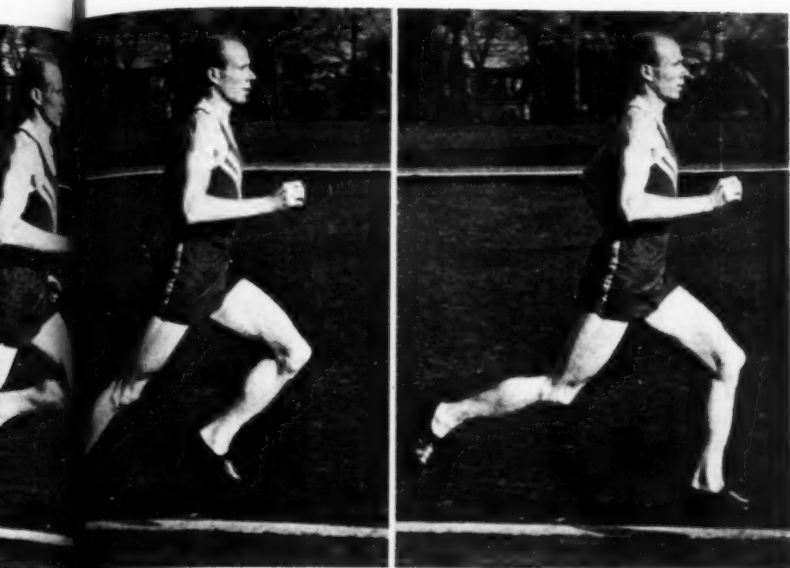
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An exclusive magic-eye study of  
the marvelously relaxed stride of  
the Olympic 5000 meter champion

EXCLUSIVE **SCHOLASTIC COACH** PHOTOS

# GASTON REIFF, Belgium

**A**MERICAN spiked-shoe addicts drooled with delight the past winter watching Gaston Reiff, the great Belgian distance runner, burn up the boards at distances two miles and up.

Although Reiff had never run on boards before, he demonstrated his mastery over them so convincingly that he was voted the outstanding runner of the 1948-49 indoor season.

Reiff literally sprinted into the international limelight last summer when he captured the Olympic 5000-meter title in the Olympic record time of 14 minutes 17.6 seconds.

Two months later, he shaved a full 4.8 seconds off Gundar Hagg's 2000-meter world mark. In running that fast (5:7), it is fairly certain that Reiff bettered 4:07 for the first mile—a truly monumental piece of speed running. Reiff also has an 8:08.8 marking for the 3000 meters, second only to Hagg's world record.

The small, slim Belgian is perfection personified. Stamina? He is loaded with it. Speed? He has it to burn. Heart? He owns buckets of it. Form? Look at the accompanying pictures.

Scholastic Coach is proud to present this exclusive magic-eye

sequence of Reiff's running form. So far as we know, it is the only sequential action series of Reiff ever to see print. Before flying home last February, the great Belgian ran two laps especially for *Scholastic Coach*, and filled in some of the details of his regimen in an exclusive interview.

Watching Reiff circle a track, the observer is immediately impressed with the tremendous ease and relaxation of his stride. The Belgian barely seems to maintain contact with the ground. He appears to float over it—a distinguishing characteristic of most of the great European distance runners.

Note the beautiful carriage of Reiff's head and shoulders. There is no swaying, no bobbing, no turning. The head and shoulders simply stay "put"—inducing an economy of motion.

Note also how Reiff effects a

heel-toe landing (Nos. 2 and 7), and how his trailing heel comes up high in back (Nos. 3, 8, 12), denoting relaxation, bounce, and drive.

The arms move easily back and forth, never across, and relaxation is maintained by keeping the hands half-opened rather than clenched.

Reiff informed us that he practices five times a week. He devotes three of these days merely to pace and relaxation, running easily for 35 minutes.

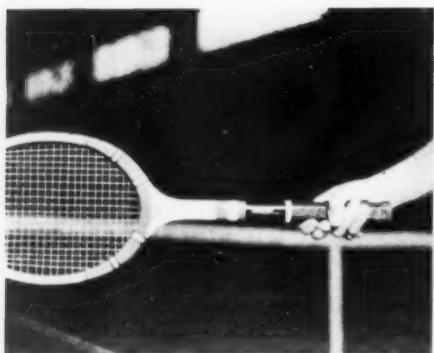
The other two days are given over to more rigorous training. Reiff runs for 40 minutes on these days, at alternate slow and fast speeds. He will accelerate for 300 yards, slow down, then speed up again. During the summer months, he always takes it easy—running only three times a week.

Reiff confesses to two idiosyncracies. During a race, he will occasionally drop his hands for relaxation, keep them down for a moment, then bring them back into position again.

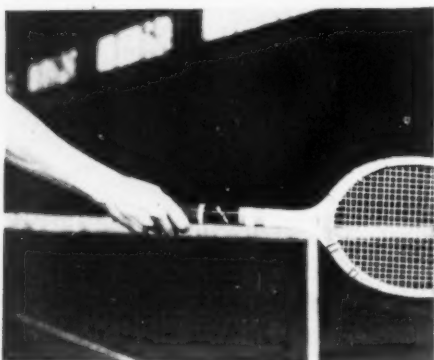
Second, Reiff believes his form isn't as erect as it should be. He thinks he sort of sits when he runs. This certainly isn't visible to the naked eye. But we'll take his word for it.

## BEST TIMES

1500 meters	3:48.4
2000 meters	5:07
3000 meters	8:08.8
5000 meters	14:14.2
2 miles	8:53.8



The forehand grip is obtained by shaking hands with the racket, wrapping the fingers around the handle so that the arm, hand, and racket form a straight line.



**T**ENNIS, being a science, possesses an orderly array of general truths and particular facts which have been substantiated by accurate observation and thinking.

Any analysis of the game must start with the basic ground strokes—forehand and backhand. Let us see what “general truths” and “particular facts” apply to these strokes. The first consideration is the proper grip for the forehand.

Most coaches agree that the Eastern forehand grip in the best all-around grip in the game and prefer it to the Continental and Western types because it facilitates the handling of both low and high bouncing balls.

The Eastern grip is obtained quite simply by holding the racket with the long strings parallel to the ground and shaking hands with it. The fingers are slightly spread and wrapped comfortably around the handle so that the arm, hand, and racket form a straight line.

Common faults include:

1. Grasping the racket too far up the shaft.
2. Placing either the thumb or

3. Watching the opponent instead of the ball, or trying to watch both the opponent and the ball.

4. Holding the racket loosely in the playing hand with the racket head near the ground.

One of the reasons why a beginner looks so much like a “beginner” is his slowness in preparing to make the shot. Soon as he becomes aware that the ball is coming to his forehand side, he should immediately bring his racket back into position.

He may do this with either a straight, level backswing or with a modified circular swing. I prefer the straight backswing because I believe it is more likely to produce a level forward swing. The racket should be back and ready for the forward swing before the ball bounces.

If the player has to run for the ball, he should have his racket in position for the forward swing by the time he reaches the ball.

Assuming that the player is in line with the ball, he should turn sideways to the right and, at the same time bring his racket back. Then he should step *toward the net* with his left foot—just before the ball bounces, if possible. As he hits the ball, the body weight should flow from the right to the left foot.

It is important to plant the left foot before starting the forward swing. In other words, the ball should be hit off the left foot. The racket should be swung forward on as level a plane as possible with the long strings parallel to the ground.

The face of the racket should be held on the ball as long as possible, rather than just momentarily. The ball is stroked, not slapped or batted, and the arm and racket follow through in the direction of the target.

The player should, as quickly as possible and without shortening the forward swing, assume the position of readiness for the opponent's return.

What faults can the coach expect to find in this stroke?

1. Starting the racket back too late to get it into proper position for the forward swing. The player usually waits until the ball bounces before starting the backswing. This results in a short, hurried backswing and a hurried, inaccurate forward swing.

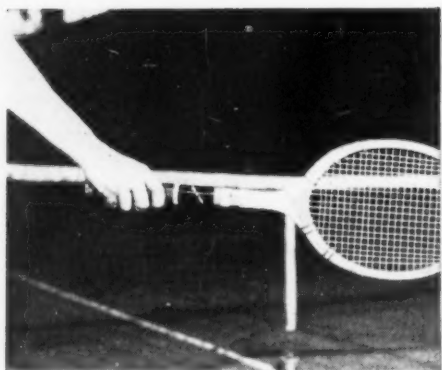
2. Hitting the ball with a circular, looping forward swing, so that the racket face stays on the ball only momentarily, making control of the ball difficult.

3. Slugging the ball—hitting it too hard for accurate control.

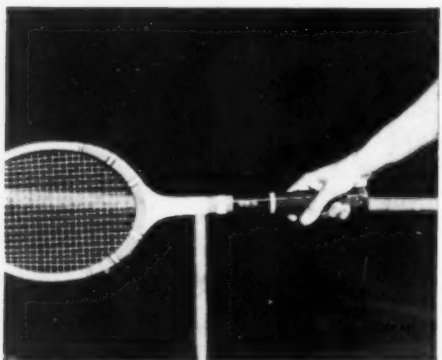
4. Making a short, choppy forward swing.

(Continued on page 14)

## Forehand and Backhand



The backhand grip finds the thumb diagonally across the back of the handle, and the knuckles on top of the front side so that the palm is turned toward the ground.



index finger up the side or top of the handle instead of comfortably wrapping them around the shaft as in shaking hands.

3. Keeping the fingers too close together, thus producing a tense, clenched grip.

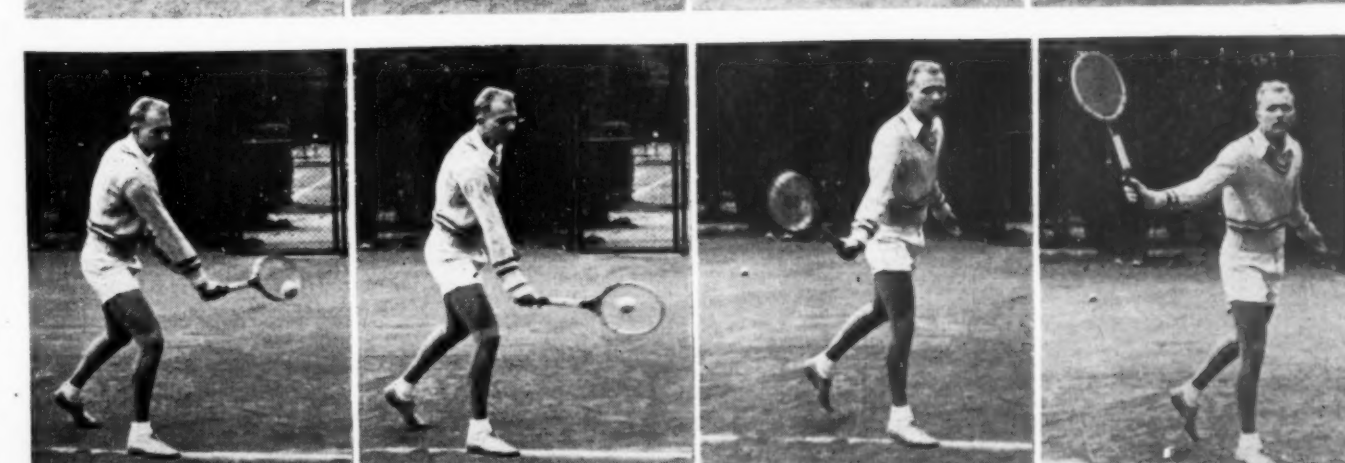
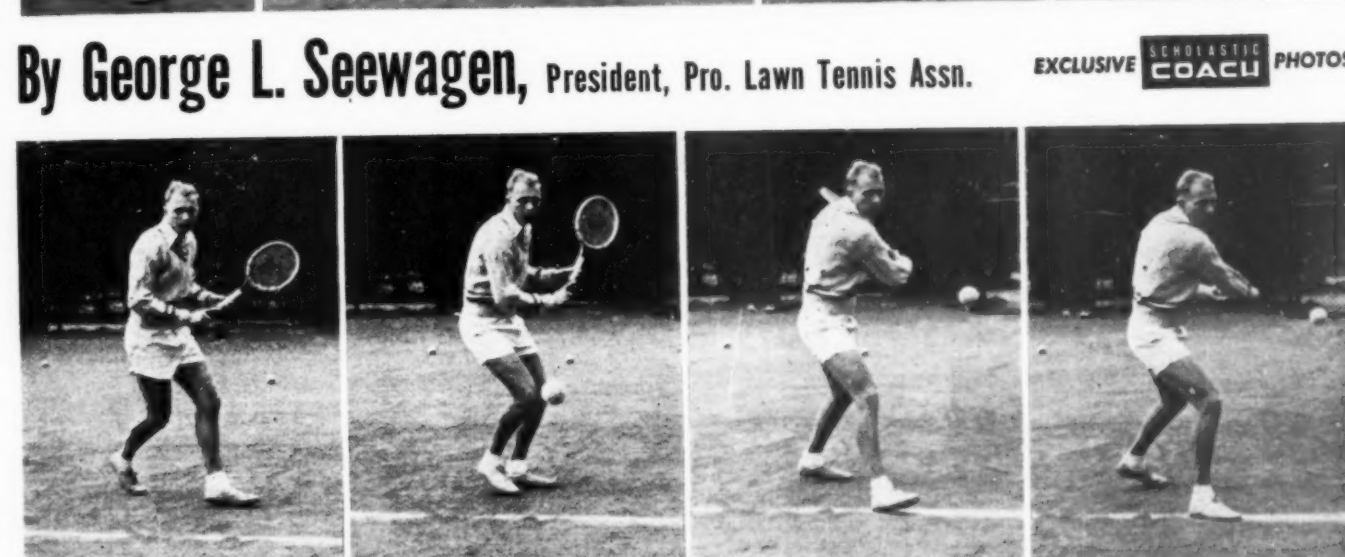
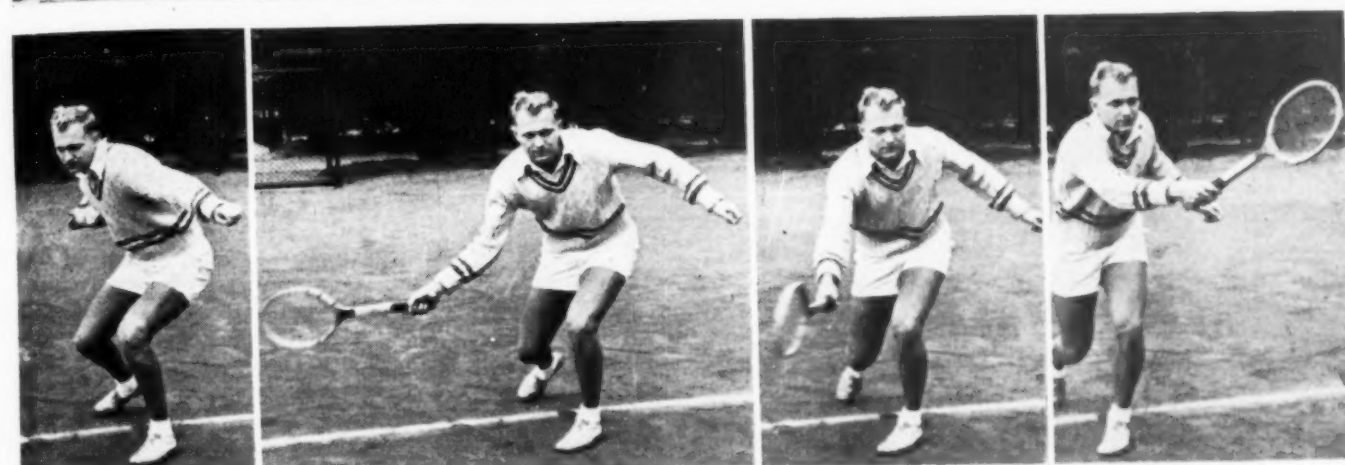
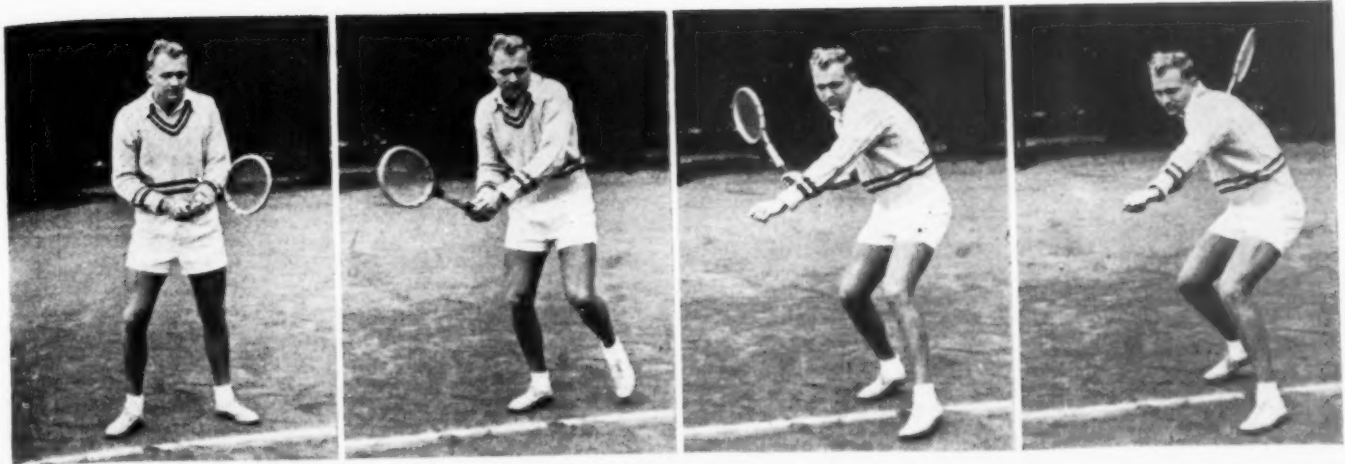
4. Either cocking the wrist and thereby raising the racket head or, going to the other extreme, using a loose wrist action and thus dropping the racket head toward the ground. (The racket should merely be an extension of the arm.)

It is very important, while waiting for the ball, to assume a good position of readiness. In this position, the player stands with his feet comfortably apart, knees slightly bent, and weight slightly forward on the balls of the feet. The eyes are focused directly on the ball, and the racket is held in both hands about waist high in front of the body.

This position enables the player to move quickly in any direction. Many beginners err in:

1. Standing up straight with most of the weight on the heels.
2. Keeping the feet too close together, thereby throwing the body off balance.





By **George L. Seewagen**, President, Pro. Lawn Tennis Assn. **EXCLUSIVE SCHOLASTIC COACH PHOTOS**

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OACH



## RIGHT WAY



A good, free, full swing as opposed to an uncomfortable cramped action.



Bending the knees for a low forehand . . . stiffly reaching for the ball.



A good modified follow through . . . an exaggerated one around the neck.

## WRONG WAY



ward swing, starting with the racket head high and hitting down and across the ball.

5. Getting too close to the ball, thus producing a cramped forward swing. The two main reasons for this are: (a) stepping across the court instead of toward the net with the left foot, and (b) overestimating the proximity of the ball and stepping too much into it.

6. Hitting up, down, or across the ball instead of through it. The racket face should be held on the ball as long as possible and this cannot be done unless the swing is through the ball.

7. Reaching for low, bouncing balls by lowering the racket head, instead of bending the knees and hitting the ball as close to waist level as possible.

8. Swinging the racket forward in a circle and winding up with the arm and racket wrapped around the head or body.

(See photo series at bottom of this page.)

9. Hitting the ball at the end of the forward swing instead of approximately in the middle. The ball is thus hit too soon, with the result that there is little if any carry to the shot.

10. Rotating the wrist and racket upon contact. The wrist should be locked when the ball is being hit.

11. Leaning away from the net when stroking the ball, thereby throwing the weight on the right foot. The ball should be hit off the left foot.

12. Swinging the back (right) foot past the forward (left) foot while or after hitting the ball. This places the player in poor balance and usually throws him out of position for his opponent's return.

Ask any boy to throw a ball at a target and you will see him shift his feet into the best possible balanced position for the throw. Yet when footwork is mentioned to the average tennis player, he tends to become confused.

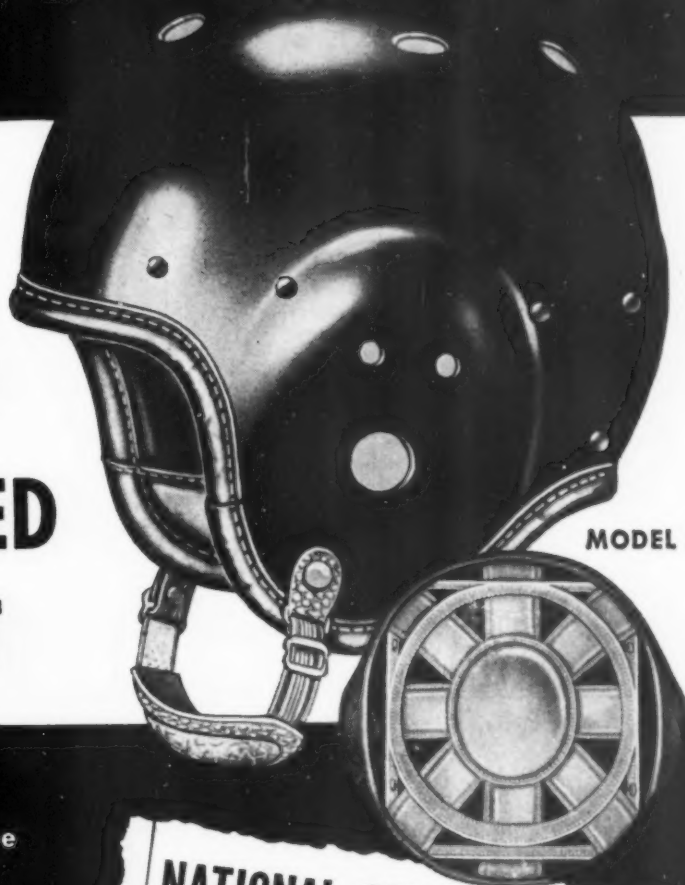
That's why most inexperienced players have so much difficulty getting their feet into the proper position for the stroke. By associating the footwork and balance in throwing a ball with that in hitting a ball, the coach can considerably simplify his instruction.

Because of incorrect footwork and poor judgment of distance, the average player usually finds himself in poor position to hit the ball. With the tempo of the game speeded up as it is, the player should try to hit the ball either at or before the peak of its bounce.

The most common faults include:  
(Continued on page 62)

Get on the ball  
for this coming fall!

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MODEL G-P

- 1 N.C.A.A. Football Rules Committee
- 2 The Professional Football League
- 3 National Federation of State High School Athletic Association

PALM SPRINGS, Calif., January 14 — (AP)—There was no action taken in banning any material used in headgears, contrary to reports that plastic headgear was to be taboo. A sub-committee, in fact, said the plastic headgear was superior to leather.

**NATIONAL GRID LEAGUE  
CHANGES THREE RULES**

CHICAGO, January 21—(UP)—National League football owners yesterday approved three rules changes including a one-year trial for unlimited substitutions. Owners voted to permit plastic headgear, previously illegal. They also authorized location of the benches of both teams on the same side of the field.



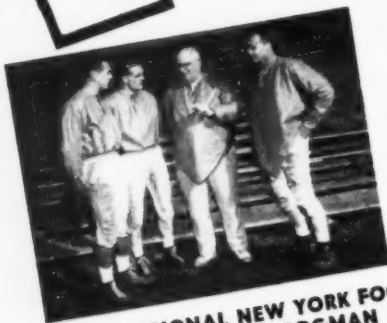
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# 2

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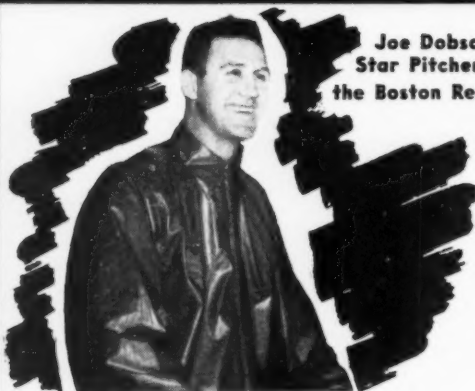
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## "Here Below"

(Continued from page 5)

track, a couple of NYU neophytes fell in behind him. Von liked that. "It's always a smart idea to practice with the best," he told us. "There are few better ways of learning pace and stride. When Glenn Cunningham used to train on our track, I always had a couple of beginners stick behind him.

"Glenn, incidentally, hated to practice by himself. He always used to ask one of my kids to run with him, so he could have someone to talk to while working."

The contrast between Reiff and the kids trailing him was rather painful to behold. It was like watching Citation and a couple of dray horses work out side by side.

Monsieur De Saedeleer beamed with pride when we told him how great Reiff looked to us. We mentioned the fact that we had seen Reiff in the movie of the Olympic Games, and that Reiff had apparently had a close call in his winning 5000-meter effort.

You may remember that Emil Zatopek, the great Czech who copped the 10,000-meter title earlier in the Games, gave Reiff a real scare. After trailing by more than 50 yards going into the last lap, Zatopek suddenly unloosed a terrific kick and almost caught Reiff at the tape. A lot of experts believed that Zatopek might have won if he had started his kick sooner or if the race had been 20 yards longer.

Monsieur Paul shook his shaggy head. "Non, non," he exclaimed. "That's just the way Zatopek ran his race. Reiff was not lucky. A couple of weeks after the Olympics, Reiff raced Zatopek again in Prague. There were 55,000 people in the stadium and all of them were rooting for Zatopek, who is a national idol.

"When the Czech champion appeared, the crowd set up a chant, 'Zatopek! Zatopek! Zatopek!' It was very thrilling, and the crowd kept it up throughout the race. But Reiff won by 10 yards."

After taking the pictures, we waited for Reiff to dress. Then the three of us—Monsieur Paul, Reiff, and ourself—took the subway back to town. We started plying the shy, blue-eyed runner with questions. But Gaston's careful English pulled up lame. He looked wildly at Monsieur Paul and the latter quickly came to the rescue.

Everything went smoothly after that—even though the people around us must have thought they were sitting in on a poor man's United Nations.



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Taking sign and beginning pump, no one on base.

Taking sign and assuming stance, man on first.

# Control the Pitcher!

**T**HE adage that "control makes the pitcher" is as right as Johnny Sain's pitching arm. No hurler can succeed without control. Just look at all the promising talent shipped back to the minors, and sometimes right out of baseball, because of that one vital defect—no control.

Control is a two-pronged proposition. It implies control of the ball and control of oneself. A boy cannot learn to control the ball until he has learned to control his emotions and conquer his weaknesses. Confidence is the first thing he must develop, and this can only be acquired by practice, practice, and more practice.

Now there are two ways to practice—the right way and the fancy way. In the former, the pitcher works strictly on straight fast balls until he can put the ball *where he wants it when he wants it*.

The fancy method—the tendency of young pitchers to fool around with weird pitches and odd-looking deliveries—will bring nothing but discouragement.

The first pitch to perfect is a fast ball strike, waist high. When the

**By A. W. ROBERTS**

pitcher has mastered that, he may go to work on the corners, high and then low.

He should be taught to aim at some particular part of the catcher's body, and keep his eyes on the target from start to finish. He should never look at the batter after the first glance, as the hitter may be constantly moving. This is an old but effective stunt—taking one stance and then, as the pitcher winds up, shifting to another.

In teaching the pitcher to watch the catcher, it is a good idea to have a batter take different positions at the plate without actually offering at the ball. With nobody to menace him, the pitcher will soon be aiming for the corners with confidence.

Next, put a man on first with instructions to jump around and make plenty of noise. Then place a runner on second, and another on third.

Soon as the pitcher learns that a runner will not go anywhere as long as he remains calm, takes a proper stance, and delivers the ball to the right spot, he will have taken the first long stride toward mastering

the toughest position on the diamond.

Condition is closely allied to confidence and control. How often have you seen a pitcher hit a double or a triple, then blow sky high the next inning when, still out of breath, he loses his control and the opposition starts teeing off on his best pitches?

The way to attain perfect condition is through plenty of legwork, pitching practice, and clean living.

Once the pitcher has learned to control himself, the coach should start working with him on batter weaknesses. Every hitter has some sort of weakness, and if the moundsman can spot it, he will be able to pitch to him with a great deal more ease and confidence.

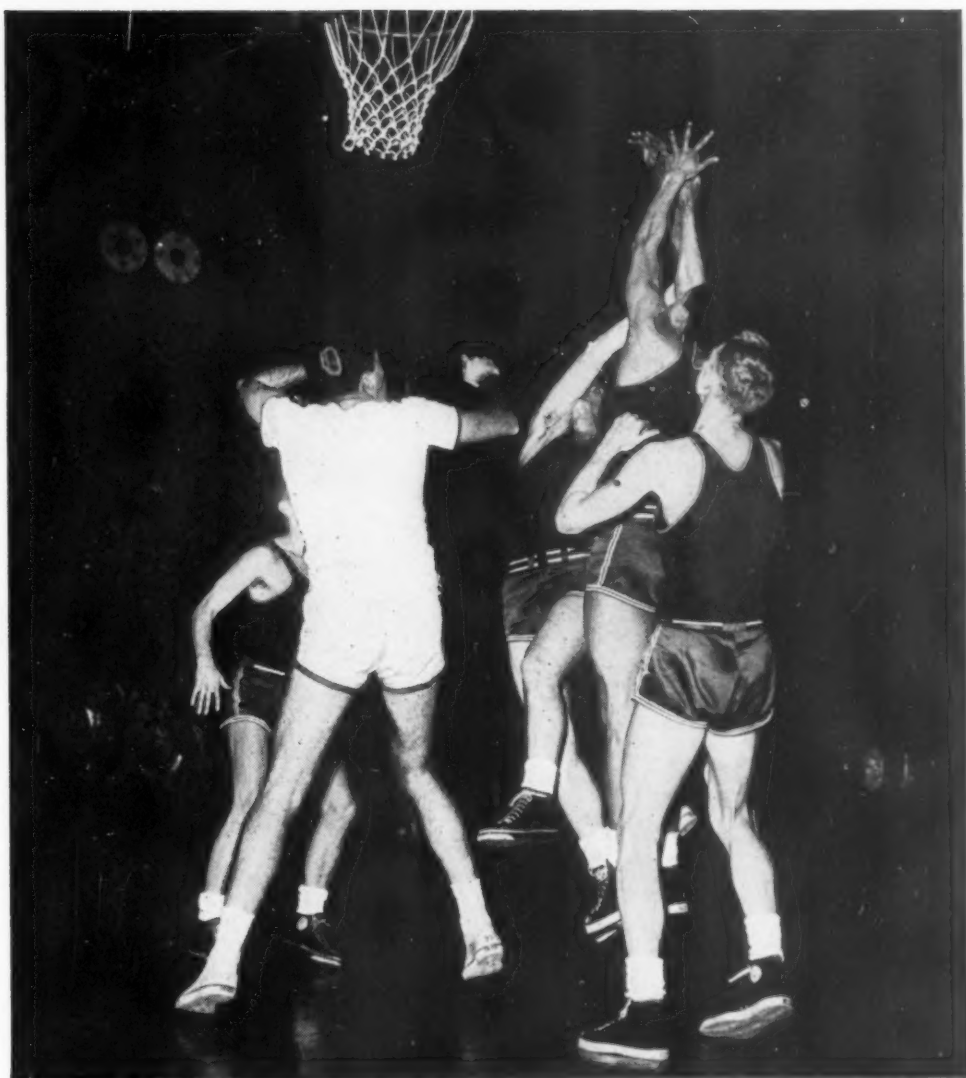
Regardless of how the batter is pitched to, the hurler should never take his eye off the catcher's target from the start to the finish of his delivery.

By studying the batter's weaknesses, an alert pitcher can increase his efficiency by 25%. Here are some of the things every pitcher should know:

1. Most high school hitters are anxious. Take your time in pitching



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A rayon and cotton fabric, fast  
color... water repellent.

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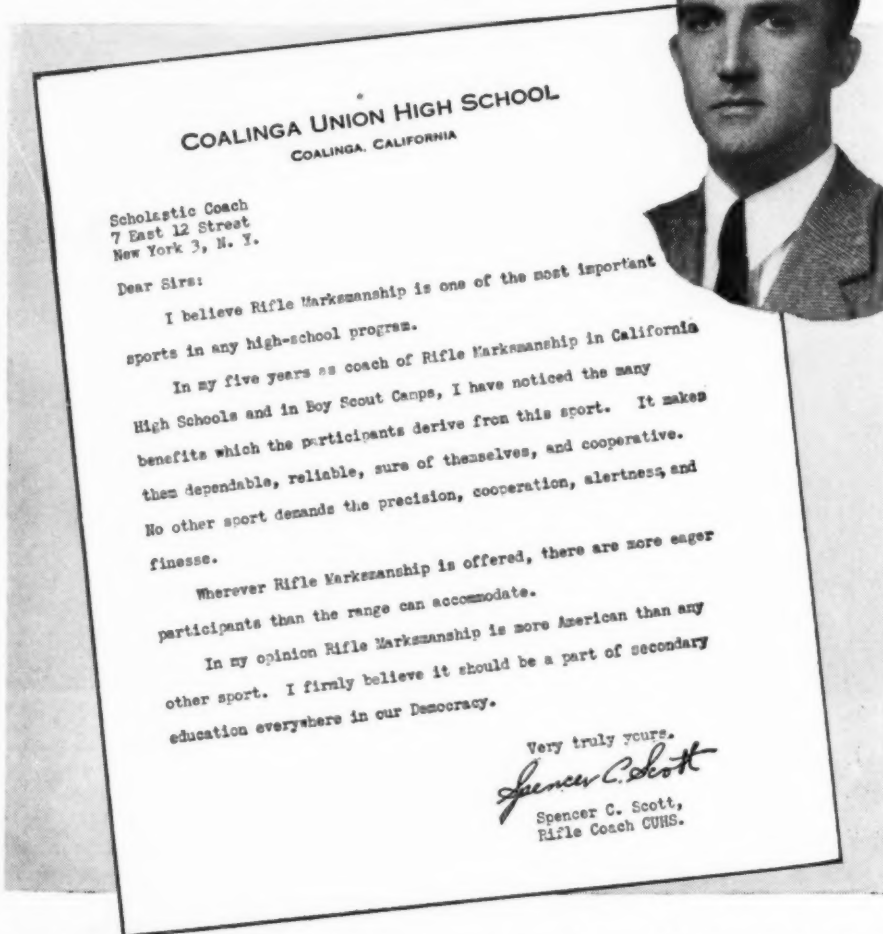
Rayon satin face... 100% wool  
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writes **Spencer C. Scott**, Rifle Coach,  
Coalinga Union High School, Coalinga, California



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to them. Make them over-eager to swing.

2. Pitch low and outside to a batter who pulls his front foot away from the plate.

3. If the batter hits a high pitch, throw to the catcher's knees.

4. If the hitter likes them low, aim for the catcher's shoulder.

5. If the batter takes too short a stride, pitch low to him. This type of ball will tie him up.

6. If he takes too long a stride, feed him high balls and watch him pop up. Both a slow straight ball and a slow curve ball are also very hard for this type of hitter to meet squarely.

7. When a batter crowds the plate, throw inside and fast until he is driven back, then throw a low outside hook.

Make your inexperienced pitcher stay away from freak deliveries such as the knuckle ball, fork ball, and fadeaway. Not only will they bring discouragement and poor control, but they might very easily ruin his arm.

To avoid tipping off the batter, the pitcher should throw every pitch with the same motion. Too many youngsters throw their curve sidearm and their fast ball overhand. They might just as well hang up a sign announcing the next pitch.

**A. W. ROBERTS** has been coaching for 14 years, 11 of them at Ellenville (N. Y.) High School, where he is director of physical education and baseball coach. His ball clubs have won 80% of their games, including four one-defeat seasons, one unbeaten season, and four league crowns.

The real test of a pitcher comes with men on base. Here are some important things to remember to keep control of the situation:

1. Relax. The runner is more scared of you than you are of him. If he has the steal sign, the pressure is more than ever on him.

2. After the stretch, rest those elbows on your hips. Keep your hands in front, belt high, and cover that ball.

3. With a man on first, keep that front foot far enough out to maintain good balance for either a throw to first or the plate.

4. If you decide to throw to first, make a smooth pivot. Don't jerk around and don't wait until you are nearly facing the bag before bringing—  
(Continued on page 52)

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to service*

## CROUSE-HINDS

### Type RPS Underwater Floodlight

Just remove four cover screws, pull a plug and withdraw the lamp assembly. It's as simple as that!

It pays to install the modern Crouse-Hinds type RPS easy-to-service underwater floodlights because relamping is so simple and the savings in maintenance time go on and on, year after year for the life of the installation.

Easy servicing is just one of the many advantages you get by installing this up-to-the-minute postwar floodlight. You also save money on installation time as well as construction costs because there is . . . . .

**NO Manhole to build  
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NO Wet niche needed**

The entire unit can be built right into the pool wall. The flush floor box is connected to the floodlight by a large tube through which the lamp assembly can be withdrawn for easy relamping. The beam of light can be raised or lowered by a control located in the floor box.

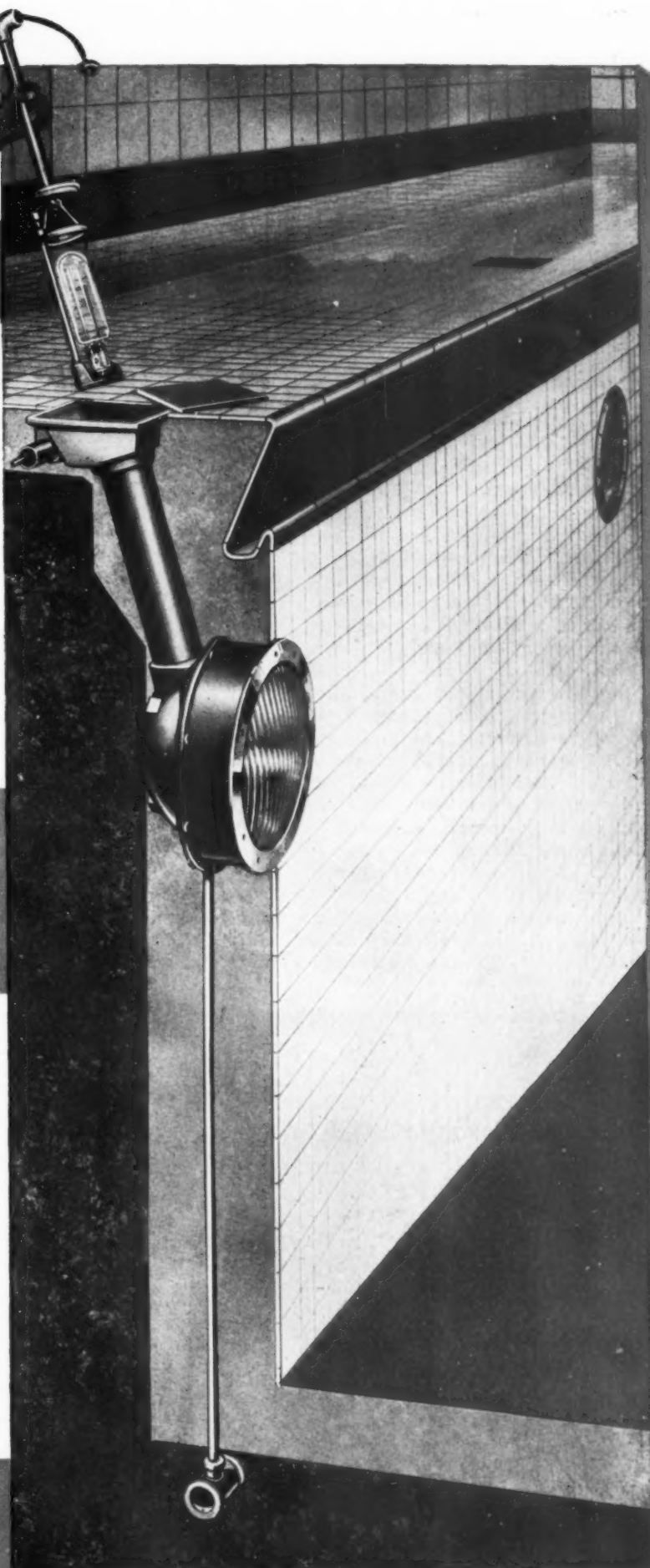
If you have a passageway around the pool wall or if manholes are available, Crouse-Hinds also has an underwater floodlight especially designed for such an installation . . . . Type SPS.

There are three Crouse-Hinds floodlights for the overhead lighting of swimming pools: Type MUA Alumalux provides adequate light at minimum first cost; Type ADE Heavy Duty gives perfect light control with low maintenance cost; Type GCP-14 is an ornamental lantern floodlight for use where appearance is an important factor.

Write for additional information on Crouse-Hinds swimming pool floodlights and their application to your pool.

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**"C**OME on, Johnny. I'll hold you by the waist and you kick your feet and make your arms go." Johnny does as father bids. Dad loses his hold. Six-year-old Johnny goes under and comes up frightened.

Dad wants him to try again, but the kid won't have any. He really is scared. In fact, he may go through life without ever putting his head below the surface again.

Johnny is not alone. Many children (and grown-ups) have this fear of water. In some instances, the fear has been acquired through an experience similar to Johnny's. Others possess this fear without having "learned" it.

To become a good swimmer, one must accustom himself to having his head in the water. While many boys manage to navigate with their heads above water, this imposes extra strain on the neck and shoulder muscles. This type of swimmer tires quickly and never learns to breathe easily. And without proper breathing, the fun in swimming is never fully realized.

School instructors can help Johnny by teaching first things first, i.e. how to duck his head and how to breathe easily. In all properly performed swimming strokes, the head remains in the water and the breathing cycle remains constant.

Let's start Johnny with "ducking" and "breathing" before broaching stroking and kicking.

The beginning swimmer who has never ducked his head must first be assured that the water will hold

# First Steps in the Water

By FRANK C. MERCHANT

him up. To do this, place him horizontally in shallow water with the hands resting on the bottom. If the beginner will now bend his head slightly toward the surface, he will feel his feet and legs leave the bottom and float just below the surface. The body's buoyancy will be felt and confidence gained.

Repeated bendings of the head until chin, face, ears, and hair submerge, will gradually develop a kinship between the boy and the water. Eventually the boy will begin to get his whole head under.

When two or more beginners are taught at the same time, a regular game may be made of it. It is a good idea to make the beginner keep his eyes open under water right from the start. By keeping your hand below the surface and exhibiting a number of fingers, you can determine whether the boys are keeping their eyes open.

The transition from ducking the

head from a horizontal position to ducking from a vertical position, will offer no problem. However, the enraptured beginner will probably jump up and sink into the water, then come up sputtering and rubbing his face and eyes clear of water.

A little firmness by the instructor is essential at this point. Insist that the eyes be kept open and that the face-rubbing habit upon emergence be eliminated. An astonishing number of people persist in gouging at their eyes to rid them of a few drops of harmless water. This is a bad habit which will be difficult to break later on.

The horizontal ducking technique can easily merge into a lesson on how to float. When the hands are placed on the bottom with the head under, the lower part of the body will come up (unless the pupil is exceptionally unbuoyant), necessitating very little support by the arms.

By pushing easily with the hands, the boy can make his body glide gently backward. If, at the same time, the hands and arms are raised to a horizontal position, the beginner will have performed the "dead man's" or prone float. Thus, for the first time, the beginner is water-borne.

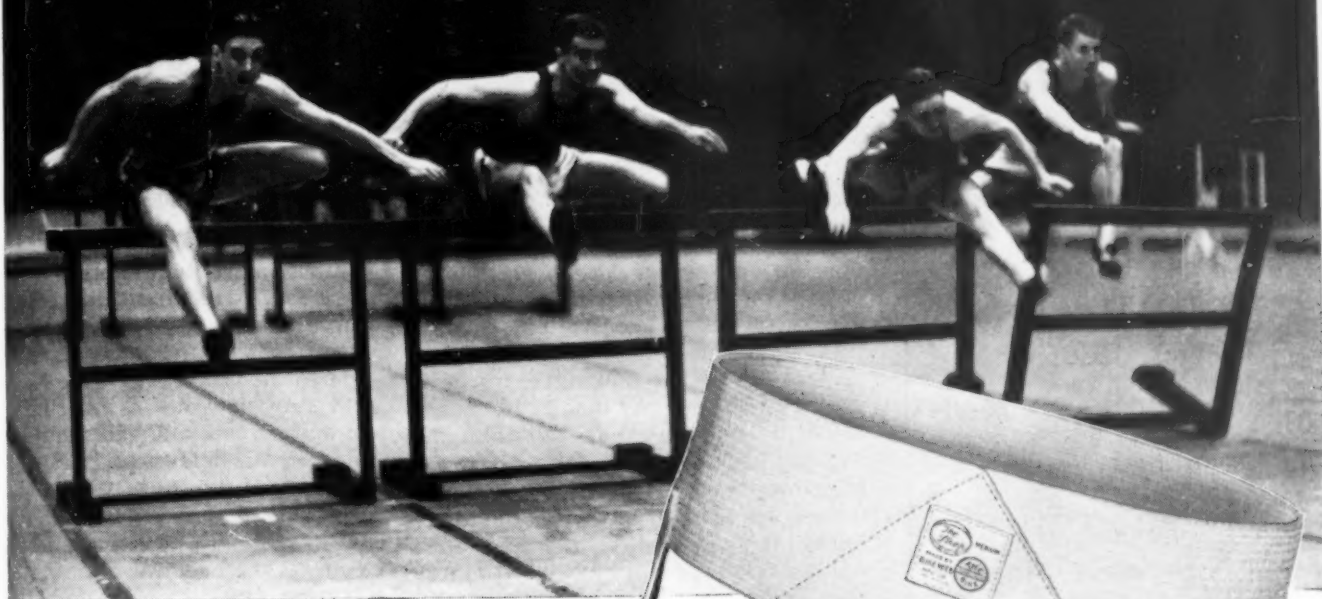
The instructor must be careful up to this point. His persuasive tactics should be very subtle. Forcing the boy to perform before giving him an opportunity to sense body buoyancy, will often create a mental barrier and impede progress. The more ob-

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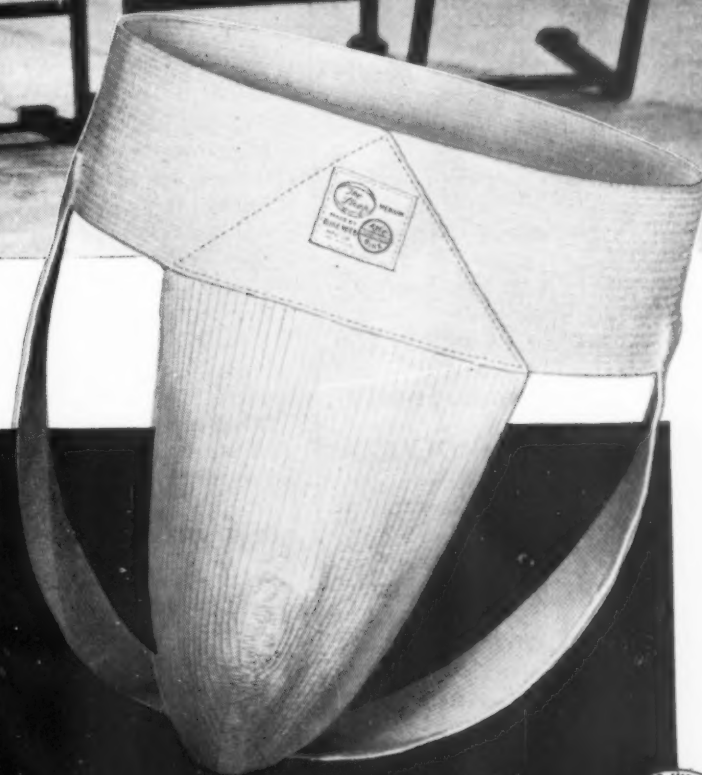
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stinate cases may require a lesson a day for as long as two weeks.

"But water always goes up my nose when I duck," is a remark often heard in one form or another. The cure for this is simple, yet often difficult to accomplish. You may explain the scientific rule that "two things cannot occupy the same space at the same time," and that, therefore, if air is kept in the nose, the water cannot get in.

Because the youngster cannot "feel" the air in his nostrils, he often involuntarily inhales slightly when the head is submerged. Caution him to keep his mouth full of air, and when he ducks to force air into the nose through the inner passages from mouth to nose. This usually works after several trials.

Technically, the trick is to balance the air pressure in the nose against the water pressure from outside the nose. Water in the mouth can be similarly controlled. Until the aspiring swimmer can learn to control the water seeking entrance through the nose and mouth, he will never be at ease while swimming.

Many instructors next move the beginner to chest-deep water for lessons on how to "level off" for a horizontal prone float and how to regain footing. Then they teach him floating and kicking. When the beginner has mastered the back float, lessons in the dog-paddle are begun.

However, the importance of breathing should not be overlooked here. After the dead-man's float in shallow water is taught, it is best to start immediately on breathing exercises.

#### **DEMONSTRATION NEEDED**

If possible, a demonstration of the various strokes—crawl, breast, back-crawl, inverted breast, elementary back, and side—should be witnessed by the pupil. The beginner should especially notice those strokes (crawl and breast) where the mouth alternates between in-water and out-water positions during the cycle of the stroke.

Explain that "air is drawn into the lungs through the mouth when the mouth comes above water, and that the air is forced out through the mouth when the mouth goes under the surface."

Even in those strokes (side, elementary, back, back crawl, etc.) where the mouth is not alternately submerged, the breathing cycle remains constant.

Since many beginners attempt to hold their breath to the bursting point, they should be convinced that correct breathing is easy and neces-

sary. The demonstration over, the beginner is ready to be put to work on his breathing lessons.

Place him in a standing position in chin-deep water. Now have him inhale, then bend his knees slightly so that chin, mouth, and nostrils (not the eyes) submerge. Then instruct him to force the air out slowly through the mouth and stand straight up just as the lungs empty.

As his mouth clears the water, he should continue to blow out.

This exercise, which can be termed "bobbing," should be repeated until the beginner can bob at a normal breathing rate without discomfort. About 100 consecutive bobs per practice session should suffice.

#### **PERFORM EXERCISE GENTLY**

Youngsters will have a tendency to jump up and then submerge the entire head. After breathing ease is acquired, this is good fun. At first, however, insist that the exercise be performed gently. The eyes should stay just above the surface when submerged, and the shoulders should remain below the surface at all times.

This permits only a slight movement of the head and closely approximates the breathing timing for the regular strokes.

At one time, swimmers were taught to inhale through the mouth and to exhale through the nose and mouth. While exhaling through the mouth, some air is bound to escape through the nose. The idea is to get the air in fast and out fast.

After the regular strokes have been learned, the split-second during which the mouth comes clear of the water makes it imperative, especially in speed swimming, to "gulp" the air in order to get enough of it.

When the mouth is submerged, the air must be forced out in order to break through the water and the lungs must be emptied quickly to be ready for the next "gulp" as the mouth clears the water again.

Beginners often assume that, like land breathing, the lungs will discharge their duty of filling and emptying without extra help.

The method of teaching the various strokes on this level of development, depends upon the individual. It is probably best to start with the dog-paddle from the dead-man's float.

Where this is done, concentrate upon a kick similar to that in the crawl-strokes—the flutter kick with the legs straight and swinging from the hips. The knees well bend, but do not worry about it.

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# MAINTENANCE

## of the Outdoor Plant

By **GEORGE T. BRESNAHAN**

**T**HE broadening and intensification of the school athletic program has served to aggrandize the problems embodied in the maintenance of the plant, and it is with the hope of alleviating the administrator's burden that these suggestions are offered.

**Baseball Diamond.** A grass infield is preferred to a "skinned" diamond, and a turtle-back shape will permit rapid surface drainage. Where the rainfall is heaviest in April, May, and June, the sub-surface should be excavated and then built up with 12 to 15 inches of rock, aged cinders, or rubble. The intermediate layer as well as the top surface should contain a minimum of clay, gumbo, or other impervious substance. Sub-surface tiling is recommended.

Hard basepaths have been surfaced satisfactorily with one or two inches of discarded "moulders sand," a by-product of the foundry. Others have utilized peat disced into the soil. This material, it is claimed, has the required adhesive quality and, in addition, permits water to seep through. If the moulders sand fails to bind sufficiently, a thin sprinkling of black loam may prove helpful.

Daily grooming of the pathways will eliminate the need for heavy drags, floats, or scrapers. Caretakers have made use of strips of woven metal, rubber, or cocoa mats in dragging or levelling turfless areas.

The wise groundkeeper will avoid using caustic lime in dry form when working the batters' box.

Opinion is divided on the use of a heavy roller on the grassed portions of the playing field. Just as with the football field, a heavyweight roller may cake the top layer and prevent the desired saturation of the sub-surface strata.

**Running tracks** built a generation ago required an excavation of from 12 to 18 inches; three layers of drainage-aiding material, such as coarse cinders, at the bottom; next, "run-of-the-mill" cinders; and, finally, a top

dressing (sifted) of 50% steam boiler cinders and 50% clay. The curb was of poured cement or creosoted wood.

This is still considered good practice, but excavation may be costly. More recently, construction superintendents have excavated to 6 inches or less and installed sub-surface drainage tile. But they have built the track partially above ground. In addition to saving on excavation, they claim the high-level track reduces the possibility of flooding and permits a rapid escape of surface water.

Savings have been made, in communities where discarded street car rails do not command a high price, by substituting the steel rail for the concrete curb. In one instance, the cost per running foot of discarded railway rails (60 pounds per yard) was 20 cents, as against an estimate of \$1 for the same curb of concrete.

For the arcs of the track, the steel rails were bent (cold) by means of a manual rail-bender, borrowed from a street car company. The rails were secured to concrete piers set at intervals of 15 feet.

Drainage of the running track was facilitated by cutting holes in the rail with an acetylene torch at a spacing of four feet. The center of each hole was at track level, and since they were so numerous, the track was spared prolonged soaking and protected from washed out gullies.

**T**HIS is the last of a series of three articles on the maintenance of the athletic plant, by George T. Bresnahan, famous track coach at the U. of Iowa and co-author of the best-selling text, "Track and Field Athletics" (C. V. Mosby Co.). Coach Bresnahan covered the indoor plant in January and the football field last month.

There has been a trend toward eliminating the use of clay in the two-inch top dressing of the cinder track, and substituting loam, which has binding characteristics, in its place. The advantages claimed for the 50% sifted cinder—50% loam are: ready drainage (sub-surface), greater resiliency, and the absence of over-firmness in the rainless periods.

In the rolling of a track, the same question arises as in the care of football and baseball areas. The five-ton power-roller has overly packed some running tracks. If used when the cinders are still wet, an undulating rather than a level top surface will be produced.

If the cinder track is supplemented with soil having adhesive qualities, moderate-weight drags, floats, or doormats should prove satisfactory in the frequent grooming of the running track.

Where the director is required to use a clay track which becomes quite hard for spiked shoes, he may have the top surface harrowed or disced, then treated with a half-inch layer of sawdust. This may be followed by additional harrowing and discing before levelling.

As an alternative he may apply calcium chloride, a practice being followed by schools in California and various horse race tracks over the country. Caretakers find that the moisture drawn from the air by the calcium chloride softens the clay and repels the dust.

Indoor running tracks of clay stand up better when treated with sawdust. Some tracks omit the harrowing and discing, and scatter the sawdust thinly from time to time so that the normal use of the tracks works it in. A light sprinkling of water following the daily brushing, produces a fast track.

In a few cases, where an abundance of water has been sprayed on a hard track, condensation and dripping from side windows and skylights have resulted. The administrator has had to choose between reducing the amount of water sprinkled, providing gutters for the condensation run-off, and altering the windows to the louver type.

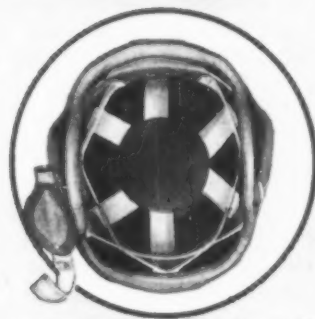
(Concluded on page 67)

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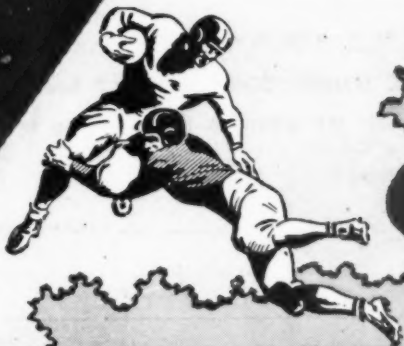
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**Circles, Take-Off Area.** The same top dressing material used on the running track has been deemed acceptable for the runways in the broad jump and pole vault, the circles for the weight events, and for the approach in the high jump.

Experiments have shown that all-weather surface dressing is possible. The top surface for the jumps and weights must permit the penetration of spikes yet not gouge out under the force of the drive.

Asphalt and preparations with a petroleum base seem to be satisfactory. These products are known as pavement "hot patch" in some sections of the country and as "wacolite" in others.

Before applying this all-weather surfacing, the area is levelled to grade and covered with an inch or more of sand. During the season when the outdoor temperature is 75°F or above, the hot mixture is applied to a thickness of from two to four inches, smoothed, then rolled. The roller should be as heavy as possible and yet cause no buckling or waving of the surface.

Experiments are being made entailing the use of a thin layer of sand on the surface which becomes too soft, and of a light covering of asphalt where it becomes too hard.

Weeks have been added to the use of areas given the all-weather treatment, especially in the spring when the temperature is sufficiently high, yet the underfooting is sodden.

**Tennis courts** range from the type constructed with whatever soil happens to be on the area to courts consisting of clay, rock dust, asphalt, or cement.

In contrast with baseball diamonds and football fields, the crown is omitted, so that the entire surface is level. Rapid surface drainage is aided where the court surface is built up 4 to 6 inches above the surrounding area.

Black dirt and clay may be made more serviceable by applying calcium chloride. Sprinkling of the courts is recommended at the end of daily play in contrast with baseball, where the spraying is usually in the morning.

In some cases, special ingredients have been imported to provide adequate surfacing. For example, at both Northwestern U. and the U. of Illinois, granite dust (the recovered sludge from the cutting of markers and monuments) is smoothed and rolled to grade.

Granite dust is reported available in Indiana and quite likely in Vermont. The cost of transporting this material, while high, must be less than the facetiously termed "diamond dust" said to have been shipped from Italy for the basepaths at Sportsman's Park, St. Louis.

Attention has been called previously to the use of asphalt and concrete on playing areas which might serve as parking lots. Tennis coaches with asphalt courts report that they inherit a roughened surface after a fall or winter season in which their courts are so used.

For utility and low upkeep, the cement court appears to be the choice. Sub-surface drainage such as a layer of crushed rock or sand, should be kept in mind when constructing either a cement or an asphalt court.

**Recreational Areas.** The task of keeping up the recreational area varies with the age-level using it. In congested cities, the job may be complicated by the fact that the area is used all year round.

Leading directors operating on modest budgets consider it economy to buy top quality merchandise, and add to it over the years.

When purchasing playground equipment which remains out-of-doors the year round, the wise administrator will investigate the merits of wood, galvanized metal, and stainless steel.

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# First Aid

**F**IRST AID in the physical education program embodies the immediate and temporary care given the victim of an accident or sudden illness, until the arrival of a physician.

It does *not* include *treatment* of an injury or illness. A physician qualified by adequate training and experience gives treatment; whereas, a first-aider *cares* for the victim until the services of a physician can be obtained.

Too often persons with limited training are tempted to "play doctor" in instances where the law forbids them to do so. Despite their limited training, they become diagnosticians, prognosticians, internists, and even surgeons!

Actually, only the initial care given an injury lies within the province of the first-aider. Any additional care without the supervision or instruction of a physician, becomes malpractice.

Most physicians heartily favor general first-aid training for the layman. But this training, if it is good training, stresses the limitations involved.

There is in the field of physical education a group of specialists in first-aid technique. These men, called trainers, are usually employed to minister to the immediate needs of the varsity squads and to administer therapeutic treatment under the supervision of a physician. A good trainer adheres strictly to the policy of avoiding any line of treatment not prescribed by a physician. He has learned that it is ethically wise and legally prudent to do so.

Despite the limitations placed on the first-aider, there is much that he can do and has done to aid victims of accidents. His prompt and efficient actions have prevented minor injuries from becoming serious ones. His knowledge and application of artificial respiration has saved many a victim from possible death by asphyxiation.

His ability in devising proper transportation facilities for the injured has prevented more serious injury and even death. His training in making a victim comfortable has lessened the dangers inherent in shock and has facilitated the job of the attending physician.

All of us are familiar with the wonderful contributions made by trained first-aiders in World War II and with their peace-time contribution in any large community emergency.

The prevention of accidents is one of the primary purposes of the trained first-aider. The fulfillment of this purpose should be one of the major duties of any person in the field of physical education, be he coach, teacher, or administrator.

One should know the existing hazards in all parts of the physical education program and do all within his power to eliminate them. Constant vigilance, frequent inspections, correction of existing defects, and pre-

paredness for any emergency are vital duties of any person in charge of children.

An analysis of any accident should provide data which should be useful in helping prevent a recurrence. The fault may lie with the individual concerned, it may lie with faulty procedure or teaching method, or it may be due to poor playing facilities or inadequate equipment. Whatever the cause, good administration should see to it that the accident does not happen again, if it is humanly possible to prevent it.

The following items may be of some help in the prevention of accidents:

## 1. The Physical Fitness of the Individual.

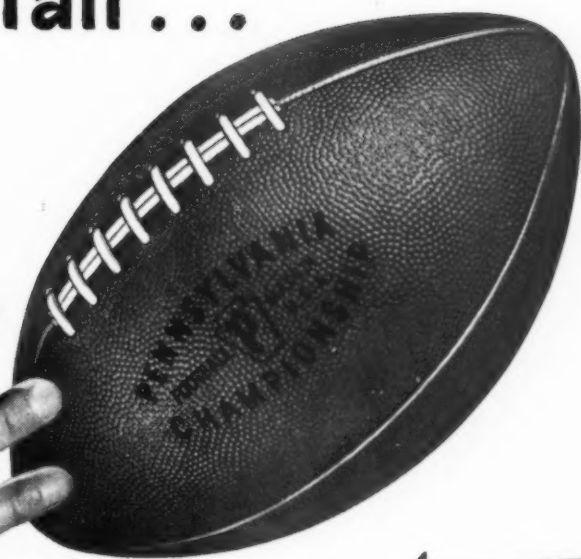
No one should be permitted to engage in any physical education activity unless he has been examined and given permission to participate by a physician. Many types of illness prevent active participation in a sport.

The family physician is usually best qualified to give this examination. His recommendations for limited activity should include specific instructions for the school personnel.

The normal body in optimum physical condition is a smooth running machine. Any physical defect or injury, be it a strain, sprain, bruise, etc., interferes with optimum functioning. The athlete is apt to "favor" an injured leg or a stiff arm. If he is not at his best, he should not be used in competition. His handicap may result in more serious injury.

The physician and the parents should be the final authority in determining whether or not an injured

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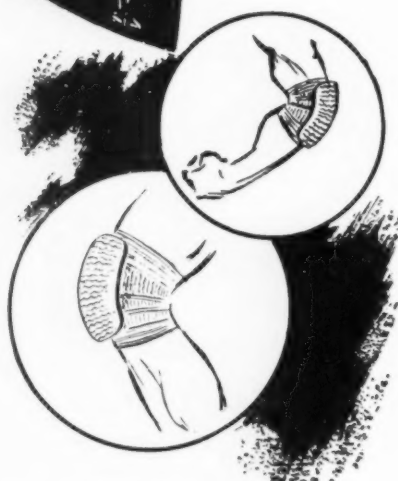
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boy should play. The boy is not mature enough to make such decisions. He is likely to be swayed by social pressure, school spirit, or team spirit. The layman, coach, or teacher leaves himself vulnerable to severe charges of incompetence if he takes these matters into his own hands.

### 2. The Emotional Fitness of the Individual.

Emotional disturbance is conducive to accidents. Worry, fear, dejection, and grief are but a few of the danger signals for which a teacher should be alert. A good coach capitalizes on the effect certain emotions have in stimulating body functioning, to obtain that extra effort needed to win a game.

It is not that kind of emotional behavior that is meant here. Rather, it is the deviation from the normal emotional pattern that bears watching. An unhappy home or school experience, a quarrel with a friend, or deep concern over some situation over which he has no control, may cause a person to become lackadaisical in his movements, listless in his attitude, and generally disinterested in the immediate happenings of the moment.

No such person should be permitted to engage in competition until the reason for his upset is cleared up or minimized. In his present state, he is of no use to his team and may suffer possible injury.

### 3. Homogeneity of Competitive Groups.

The lack of homogeneity of competitive groups is perhaps one of the most important causes of injury. In some sports like boxing, wrestling, and 150-lb. football, an effort has been made to equalize competition by homogeneity in weight.

Injuries generally occur in contact sports where the teams are not competitively matched. An excessive advantage in weight, speed, ability, and general team play may cause members of the weaker team to extend themselves beyond human expectation. Such efforts generally result in injuries.

Care must be taken to schedule teams within your own classification. Sometimes in an effort to obtain a good monetary guarantee, or because of the pressure of newspaper publicity, school teams will play out of their class—with devastating results.

### 4. Sufficient Man Power to Provide Liberal Substitutions.

In contests requiring body contact and speed, a sufficient number of reserves should be trained to take care of any possible emergency. Since a tired player is particularly susceptible to injury, it is unwise to keep using him and criminal to use him to the point of exhaustion.

### 5. Equipment Should Be Adequate.

Each player's equipment should be of the best quality, properly fitted, and, where necessary, instruction given in its proper use and care. The exchange of personal equipment should not be permitted, and the daily change of socks and athletic under-clothing, including supporters, should be mandatory.

**D. R. HENRY F. DONN** received his doctorate in hygiene at New York University, and is now a coach-physical educator at Weequahic High School, Newark, N. J. He authored the superlative series of hygiene articles which ran from October 1946 through September 1947, and the two fine articles on diet which appeared in the December 1948 and February 1949 issues.

The "team-towel" and "team-drinking bucket" are poor hygienic practices and reflect on the teachings of the coach.

Players should not be permitted to wear any gear or device which may endanger other participants. Rings, bracelets, chains around the neck, and similar gadgets can inflict serious injury.

### 6. Instruction in Necessary Skills.

Adequate instruction should be given in all the basic skills of the game. Sufficient practice sessions should be arranged to enable the contestants to practice these skills to the point where they become habitual.

Body conditioning and care should also be part of every training program. The players should be instructed in adequate warm-up procedures, and time should be provided to practice these procedures. No player should be sent into a contest cold.

### 7. The Teaching Personnel.

An adequate number of professionally trained, experienced, and mature personnel should be provided for the teaching and coaching staff. They should be educators whose primary interest is the safety and health of the boys in their charge.

Undue pressure should not be put on them to produce winning teams. Any normal person enjoys the fruits of victory, but every contest must also have a loser. School authorities should be willing to take their share of losses without blaming the coaching staff, especially if it is working under handicaps.

### 8. Safe Playing Areas.

Adequate playing fields or indoor arenas should be provided, which are free of any hazard and are given constant care and inspection by a trained attendant.

Hygienic necessities such as bathing facilities, toilets and drinking accommodations should be provided, and spectators should be given sufficient, safe accommodations without danger of overcrowding.

### 9. Efficient Athletic Officials.

Competent and mature officials should be obtained for all contests. The role of the officials in the safe conduct of a contest cannot be over-emphasized. They are in direct contact with the participants and can see more quickly than anyone else any

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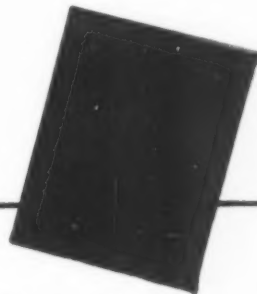


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deviation in the normal reactions of players. An alert official may be in a position to prevent fatal consequences to an injured player.

**10. Trained and Properly Equipped First-Aid Personnel.**

A physician or trained first-aiders should be available at all contests. Some schools have trained first-aid teams whose specific duty is to provide trained personnel at all school contests. Where the excitement of the moment prevents the coach from giving his undivided attention to an injured player, the trained first-aiders or the physician becomes invaluable.

Every member of the squad or class should be specifically instructed to report any injury, no matter how minor, to the teacher or coach. Neglected minor injuries may develop serious complications. A periodic inspection of the condition of his players will pay the coach dividends.

First-aid equipment should be provided and should be easily accessible. A fully equipped first-aid kit, a stretcher, ice, blankets, and a backboard are essential.

**GENERAL DIRECTIONS**

The first-aiders will meet a few situations which will require speed of action. Specifically, these are serious bleeding, stoppage of breathing, poisoning, and poisonous snake bite. In practically all other cases, the immediate danger will be the possibility of the victim or the persons trying to help, inflicting more serious damage.

The accident situation is abnormal in that people become excited and the injured person or persons may be screaming in pain. For a short period of time, no one will be making order out of chaos.

It is for just this reason that the physical education teacher should use a whistle. Many teachers are reluctant to use a whistle, but experience has taught that the whistle is a safety device in the gym.

The class should be trained to respond immediately to the whistle. It should come to immediate attention. No one should be permitted to move or make a noise. This procedure has paid off more than once in assisting and caring for victims of serious accidents in the gym.

The trained first-aiders must keep calm in the accident situation, since hysteria or excitement of any sort is detrimental to the performance of his duty. He should quickly assign others to minor tasks such as keeping the crowd back or assembling players or students away from the vicinity of the injured.

If additional help or the services of a physician is required, he should delegate that duty to a responsible person. The idea is to get to the injured person and see to it that he makes no unnecessary movement until the nature and extent of the injury can be determined.

Your cursory examination should attempt to discover any bleeding,

stoppage of breathing, possible fractures, dislocations, sprains, strains, bruises, or other injuries. It is quite possible that there may be no visible sign of an injury. In any case, keep calm and do not be hurried into moving the injured person unless absolutely necessary.

When it is necessary, great care must be taken in the transportation lest additional injury be inflicted. A stretcher or backboard should be used in transporting a victim who may have a possible fracture. Try, if possible, to keep the victim from seeing his injury. Squeamish onlookers may provide you with another first-aid case, so have someone keep them away from the injured person.

Upon determining the nature and extent of the injury, the first-aiders should immediately administer the prescribed care. This care is usually dependent upon the availability of professionally trained physicians. It may amount to nothing more than keeping the victim comfortable until the physician arrives, or it may involve minor surgery such as in caring for a poisonous snake bite on some camping or hiking trip.

*The American Red Cross First Aid Textbook*, available from any American Red Cross Chapter, excellently presents the symptoms, care, and preventive procedures for practically any kind of injury with which the average layman can be confronted.

There are no superfluous sections in it and it should be part of every individual's library.

Your local Red Cross Chapter will provide instructions for the Junior, Standard, Advanced, or Refresher courses in First Aid. Many schools include the Junior or Standard course in their physical education curriculum.

It is essential to keep abreast of the latest developments in First Aid care, and to continually practice the first-aid skills in order to remain proficient in them.

**REPORT TO DOCTOR**

The work of the first-aiders terminates with the arrival of the physician. A report on the cause of the injury, the first-aid care given, and any other helpful information should be given to the doctor. The first-aiders should then stand by to render any further assistance should the physician request it. If the school requires a written report on the occurrence, the first-aiders should be sure to obtain the necessary information accurately.

If the occasion merits it, he may discuss the event in his classes and have the students offer solutions for the elimination of any possibility of a recurrence.

The project idea is one of the best ways extant of getting kids interested in some specific subject.

It is a good feeling to know that because of something you were able to do, some person's pain was alleviated or some person's life was saved.

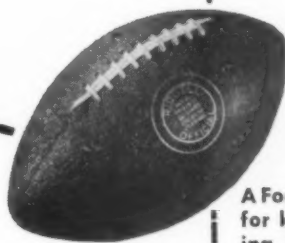


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By **EMIL LAMAR**

BERKELEY (CALIF.) HIGH SCHOOL

# Track Meet, California Style!

**T**RACK is the toughest of all sports to stage. It requires more preliminary paper work, more officials, and far, far more detailed time scheduling than any other sporting event.

When you also remember that it embraces anywhere from 50 to 200 athletes—competing in 13 or more different events—you can well imagine what a tough proposition the staging of a championship meet can be.

Since California, the greatest track state in the Union, has had unusual success with its championship meet, an analysis of its system may help familiarize school authorities with the problems attendant to the management of such a meet.

First, a word as to the basic set-up. The California Interscholastic Federation is the controlling power of all athletics in the state. It has divided the state into six sections: Southern California, Los Angeles, San Joaquin, Central, North Coast, and San Francisco. The annual state track and field meet is assigned to one of these sections.

At a meeting of the state C.I.A. officers in the fall of 1947, the secretary of the North Coast section, H. W. Jennings, was told that the 1948 meet would be held in his section.

Mr. Jennings, who also happens to be the secretary of the Alameda



On the victory stand awaiting their laurels are the five winners in the 12-lb. shot. The boy in the center is Bob Cameron, of Washington H. S., Los Angeles, who set a new interscholastic record of 59 ft. 9 3/4 in.

Earl Rose

County Athletic League, brought the matter up for discussion before his home league. The principals of the seven member high schools voted that all seven schools should jointly share the responsibilities of putting on the meet. A committee was appointed and the writer was given the assignment of being general manager of the meet.

The 1948 championship meet was held on the U. of California oval on May 29, with some 200 athletes representing 98 schools participating. Following are the details worked out by the seven sponsoring high schools, which contributed to the fine success of the meet.

First, the preliminary arrangements:

1. Local hotels were contacted and reservations made for housing all visiting athletes.

2. Arrangements were made with the U. of California for use of its facilities.

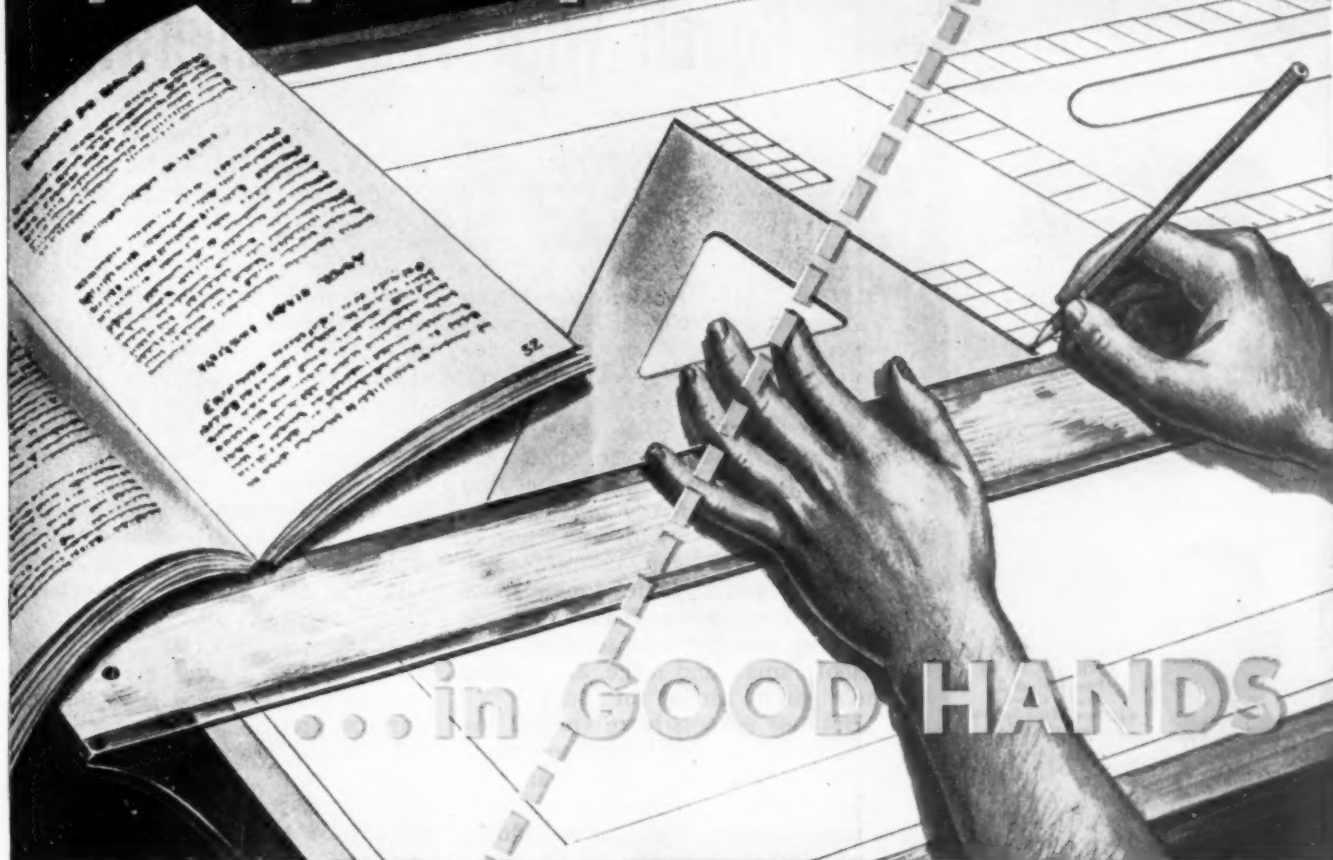
3. A joint meeting was held between the high school representatives and the U. of California athletic director's staff, so that specific duties and responsibilities could be delegated.

4. Invitations were sent to some 50 outstanding A.A.U. officials to administer the meet.

5. Work crews—five boys from each of the seven sponsoring schools were selected and each boy given a smart T shirt lettered "CALIFORNIA STATE C.I.A. MEET" to wear while carrying out his duties. The specific duties assigned to these boys were as follows:

- (a) Five boys to set up starting blocks for all running events.
  - (b) Five boys to serve as a reception committee in meeting all visiting athletes at the entrance to the men's gym and escorting them to the dressing quarters.
  - (c) Five boys to distribute the meet programs.
  - (d) Five boys designated as the labor crew to move the finish judges' stand.
  - (e) Ten boys designated as the hurdle crew to move hurdles on and off the track.
  - (f) Five boys acting as junior officials to assist with the field events and pre-meet preparations.
6. An advance information letter was sent to every school a week before the meet, and included the following information:
    - (a) A map of the stadium with the streets bordering all sides, designating such stations as Information Booth, Dressing Quarters, Valuables Checking Station, etc.
    - (b) Time and running order of morning trials.
    - (c) Time for athletes to report for trials and afternoon finals.
    - (d) Location of a reserved bleacher section for coaches and athletes eliminated in the morning trials.
    - (e) A suggestion not to bring starting blocks, since a crew of local boys would service all visitors.
- (Continued on page 66)

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## Coach With Your Camera!

By **W. HAROLD O'CONNOR**  
CONCORD (MASS.) HIGH SCHOOL

**T**RACK coaches spend so much time developing leg power and arm drive that they often overlook the importance of the eyes. Movies, stills, film strips, and flip books can be converted into excellent assistant coaches. When your pet workouts fail to produce results, pictures may show the reason why and furnish just the incentive your boys need.

Football coaches have long since gone overboard on the coaching value of movies. Many college mentors, not satisfied with one view of the action, have even gone to the extreme of having professionals shoot the entire game from opposite sides of the field. Dozens of high schools, small and large, are having their games filmed for study.

But few schools have applied the same principles to the improvement of their track teams. The man who said, "A picture is worth a thousand words," might well have added, "and a movie is worth ten thousand words to a track squad." Regardless of how often you try to tell a boy how he looks in action, he has to see to believe.

High school coaches probably will answer, "Sure, we agree, but our athletic treasury can't stand the drain for track." This article intends to show what can be done and is being done right now by several schools whose track budget is as limited as your own.

If you can't afford movies you can resort to camera shots, even the Baby Brownie type. If you can't get these, you can still make pictures pay off by picking them up from *Scholastic Coach* and other magazines as well as from your daily newspapers.

First, let's consider the use of pictures in squad building. I conducted a regular campaign last year using pictures to arouse student interest. I filled the bulletin boards in the school corridors and in my own classroom with pictures from my scrap book, taken from *Scholastic Coach*, newspapers, and many other sources.

I added pictures of my own squad men taken in action. These were shot with a miniature camera and

blown up by a runner with the photography bug. I tried to stress news pictures and magazine photos from the big meets in which we competed. Next to them I placed stories which indicated our participation and the results.

The advertising really works. I have seen whole groups gazing at the display. From the group a boy would suddenly turn to me and ask if he could report for the squad. My most enthusiastic cross-country runner came to me that way.

Another good stunt is to juxtapose pictures of the great college stars with your own school's best. For example, I place a picture of Gil Dodds, whom several of my boys know personally, beside one of my best distance men. This may conduce a lot of banter, but it gets the sport talked about.

When you get the squad out, you can make great use of pictures in your coaching. Until a boy can visualize himself doing something or get the picture by watching someone else, he has trouble doing it.

Whenever possible, let the boy see a star in his event in actual competition. Tell him in advance what to notice. If this is not possible, get a movie of a star. Excellent films of individual events are available.

I don't like to stop there. If you own a movie camera or can borrow one, get movies of all your boys in action, particularly the champions. Your school photography bugs can be persuaded to help with this.

Although slow-motion movies are very desirable coaching aids they are not your only helpers. When I can't get movies, I turn to "flip books." There is a good set of pocket-sized editions on the market which retail for about \$1 per event. Pictures of famous athletes in action are arranged so that by flipping the pages fast, you get the same effect as a motion picture.

If you can't afford these or want to supplement them, make your  
(Concluded on page 70)

A complete

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**"ATHLETE'S FOOT"**—Footbath Uses—A small amount of Perchloron in the footbath water helps to prevent the spread of athlete's foot.

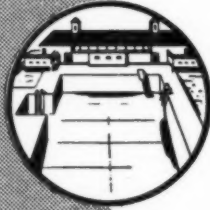
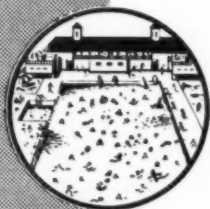
**DISINFECTING SPRAY**—Perchloron solution is recommended as a germicide, and deodorant for the walls and floors of showers, lockers, toilets and walkways which are subject to contamination.

**SLIME AND ALGAE CONTROL**—Proper chlorine residuals maintained in all parts of the pool will greatly inhibit the growth of slimes and algae . . . especially in cracks and crevices which may be a source of reinfection. Perchloron should also be used for treating sides and floor of pool after cleaning.

Swimming for health is the contribution of your pool . . . make certain that swimming facilities are clean and sanitary. Get the Perchloron habit! There is plenty of helpful literature available, write:

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# The Basketball Crowd

## "MENACE"



A CROWD is a transitory phenomenon. It forms spontaneously, focuses its attention for a brief period, then dissolves.

History has seen countless numbers of crowds, but none exactly alike in nature. The crowd is, therefore, not a cultural or a social group. It has no history or tradition, no inherited characteristics, and no established rules of behavior.

It is also interesting to note that when an individual joins a crowd, he loses his identity along with his judgment and sense of responsibility. A rapport is established with the crowd and the individual becomes a sort of nerve ending, responding to every pulsation of the central body.

As a crowd member, the individual does things he would never do as an independent entity. Impulse rather than judgment becomes his prime mover, and an extraordinary receptivity is developed for every outside stimulus.

While it is natural for a crowd to want the home team to win, it is unwholesome not to care whether the team wins by fair means or foul. Too many crowds possess this characteristic. Hence, when an official makes a judgment which endangers the home team's chances of winning, the crowd will immediately protest.

In this instance, the stimulus is introduced by the official. Sometimes it is set up by elements in the crowd itself. One part of the crowd, through faulty view of a play, may set up a clamor which may produce a chain reaction involving the entire assemblage.

The main sources of irritation in basketball are the officials, players, coaches, and specific crowd units such as fraternities, sororities, band members, children's groups, varsity club members, and the like. Any one of these elements may cause a commotion which can engulf the entire crowd.

The prevention and control of unruly crowds is a multi-faceted prop-

osition embracing the administrator, official, coach, player, and spectator himself. The preventive measures which follow are all connected in some way with the disorderly basketball audience. Some are direct and obvious, others are more devious. But all have some bearing on the problem.

### ROLE OF THE PRINCIPAL

The school principal is in excellent position to foster good sportsmanship. At a pre-season assembly, he may inform the students about the proper conduct at basketball games. He should make them realize that as the host school, they are expected to respect the visiting players and officials as they would a guest in their own homes. The officials and opponents have been invited by the home coach and every courtesy should be shown them.

Politeness to the followers of the visiting team should also be stressed. They, too, are guests and if their conduct leaves something to be desired, it is still the duty of the home audience to set a proper example.

This pre-season assembly should also feature a basketball official to speak on the common rules misconceptions. A short, simple rules talk

may inform the student of such facts as:

1. Though a player may be in possession of the ball, he has no right to run over members of the opposing team. An attempt should be made to clarify what a man with the ball can and can not do.

2. Particularly confusing is the rule involving the front and back court. Explain that a player must have both feet in the front court before he is considered out of the back court. This misunderstanding, common among crowds, is a constant source of agitation towards officials. The explanation may be carried even to the point of explaining the difference a dribble makes in connection with the over and back rule; and, also, the difference in this rule on a pass in from out of bounds and a play after a jump ball.

3. Fouls can be committed by men not directly involved in the play. Many fans fail to recognize the fact that basketball is a non-contact game.

4. Another source of trouble stems from the shooting of crib shots. Too many fans focus all their attention on the ball. They may be positive that hacking did not occur, but when an official sounds his whistle because of body contact, they will immediately raise a clamor. In short, they cannot visualize a play in its entirety.

These are only a few of the simple situations about which a great deal of misconception exists. The clinic may be given extra force by having several members of the varsity five, in uniform, demonstrate the rules under discussion. A blackboard may also prove helpful in clarifying certain rules, and technical rules films (available from the National Federation) are invaluable as educational media.

The principal may also prepare literature for distribution at the first home game. A mimeographed sheet explaining some of the lesser

*"YOU probably will feel that April is an odd time to publish anything on basketball. But the crowd problem is particularly acute and deserves some serious thought while it is still fresh in the minds of schoolmen. A good constructive program also takes time to institute and exploit fully, and thus should be put in the hands of administrators well before the start of the season. Schoolmen will find that much of the material in this article will apply to any type of sports crowd." Sam E. Clagg, Assistant Coach, Marshall College, Huntington, W. Va.*



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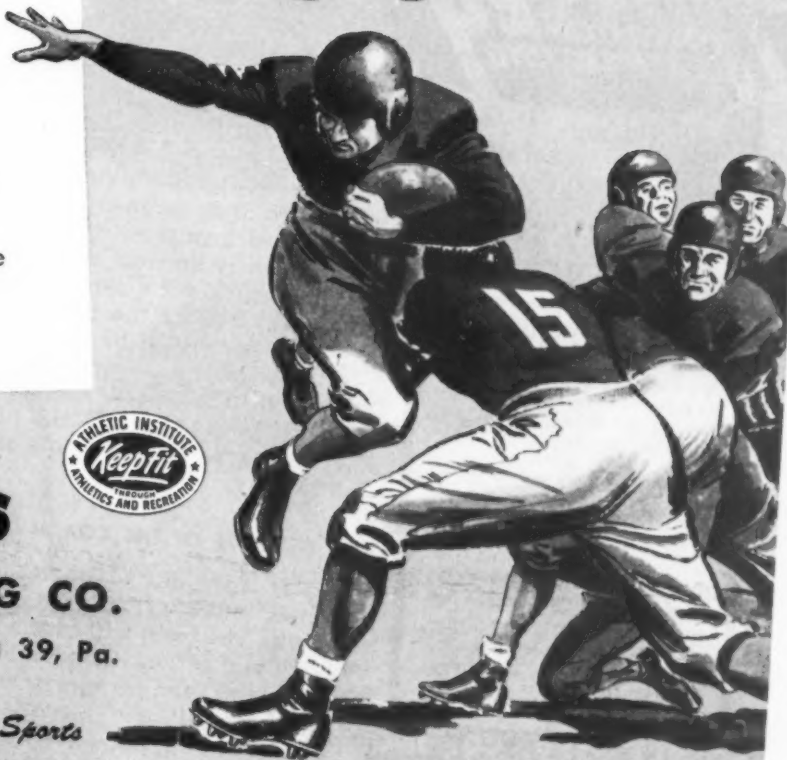
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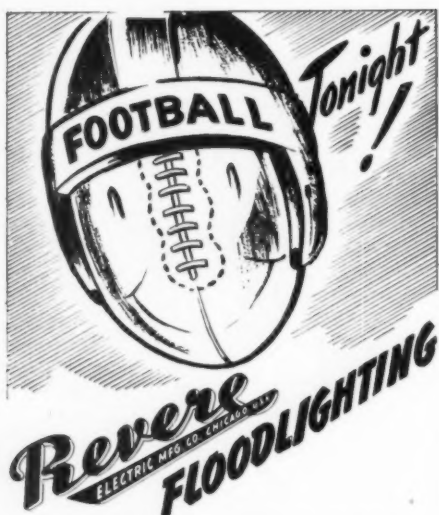


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understood rules will come in very handy to remind the students of what they heard and saw at the assembly. It also furnishes a good means by which to educate the adult element in the crowd.

The mimeographed sheet may also contain a "Spectator's Creed" in which the moral obligation and respect for guests, can be the guiding theme. This may be presented in "Do and Don't" or verse form, or it may be patterned along spiritual lines as follows:

#### THE SPECTATOR'S CREED

*I am the spectator. There are many spectators here with me, but I must be responsible for the dignity of this spectator. As a spectator, I must uphold the highest traditions of my school, or of the school of my favor. I am a reflection of my team, my school, my town, and my individual actions shall be viewed in the light of that which I reflect. I, as a spectator, am entitled to the belief as to what is fair and foul in this event which I view—but I shall not disagree with the judgment of the official, for he has the final authority as vested in him by my school; and I shall stand by that which my school deems right. My officials and my opponents and their followers are visitors in this house and I shall respect them as such. I shall be humble in victory, proud in defeat, silent in persecution, and guiding in example. Though there may be many like me, none shall surpass me in displayed sportsmanship.*

It is not necessary to distribute this literature at every game—only at the first contest. If the crowd, through forgetfulness, starts tending toward the unruly again, the literature may be re-distributed later in the season. It might also be well to hand out this literature before games involving close rivals which draw large crowds of equally divided loyalty.

Such is the role of the principal. It could also be carried out by the coach. But for the best results, this program should be worked out between both the principal and the coach. The coach seldom has the time to give all this the proper attention, for he has a role of his own to play.

#### THE ROLE OF THE COACH

It is the duty of the coach to display qualities of good sportsmanship. The team will reflect his teaching and actions. If he is loud, quarrelsome, and unsportsmanlike, his players will be likewise. It is the coach or his players who often initiate boisterousness which culminates in unruly crowd action. A good coach will not hesitate to remove a

contentious player from the game. Coaches of a like nature will hesitate.

The coach should acquaint himself with the rules. Most men possess a good general knowledge of the game and its fundamentals, but many of them are shaky on some of the highly technical rules. This knowledge on the part of both the coach and his players will aid in the elimination of unnecessary disputes and ill-feeling toward officials.

While it is generally assumed that the official has full knowledge of the rules and good judgment, such is not always the case. There are both good and bad officials. The coach or principal owes it to himself, his players, and his school to acquire the services of the best available officials. To do this, without causing trouble, necessitates the observance of certain practices:

1. Good, honest officials should be obtained and put under contract as soon as the basketball schedule is arranged. A good coach will hire his officials as early as possible to assure himself of the best possible men before all their dates are filled. It is the coach who waits until the last minute who winds up with the poorer officials. This method also assures the coach of officials whom the opposing coach will be glad to approve.

2. If possible, the coach should avoid hiring local officials. This often exposes him to unjust criticism. By the same token, he should not employ close friends. This not only exposes the coach to suspicion, but also puts the friend on something of a spot. The friend-official may react in one of two ways: either leaning toward the friend-coach's side on questionable decisions or, in an attempt to show impartiality, go to the other extreme and favor the opponent. Neither practice is desirable. Objectivity and friendship simply do not mix.

3. The coach should avoid hiring the same official too often. About three games a season is the absolute limit for an official, and even then his appearances should be well-spaced. Crowds have been known to boo an official before a game through memory of some misdoing in a previous contest. It is a good idea to give the crowd a chance to forget. Remember, "familiarity breeds contempt."

So far, the coach's role has dealt primarily with the anticipation and prevention of crowd rowdiness. It is also possible for a coach to handle the problem after it has arisen. Most coaches can obtain silence while an opponent is shooting a foul by sim-



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ply standing and looking at the unruly elements in the group.

### ROLE OF THE PLAYERS

The players directly reflect the attitude of their coach. For this reason, their role is a rather limited one. Every boy should be made to appreciate the meaning of the word "discipline." This word is synonymous with good sportsmanship.

It embraces a moral obligation to play the game hard and fair and accept the bitter with the sweet, whether it comes from friend, foe, crowd, official, coach, or other source. The player can do a great deal to prevent or control an unruly crowd by observing the following:

1. Accept a foul or any other decision, always remembering that the official is the game's representative of justice.

2. Don't argue, grimace, or make any gestures which indicate disagreement with a decision. This is a focal point for the fomentation of crowd unrest. Immediately raise your hand to acknowledge a foul as suggested by the rules. Whether the decision is right or wrong, this will lead the crowd to believe you agree with it and make them less prone to "demonstrate."

3. Like your coach, familiarize yourself with the rules, behave yourself on the bench, and exercise every means at your disposal to prevent demonstrations.

### ROLE OF THE SPECTATOR

It has been said that a crowd is "a group of heads with no brains." Every means must be taken by the administrator and coach to put brains in the heads of their crowds.

The individual spectator must be educated on the rules of the game and on the meaning of tolerance and self-discipline. He must be informed on the foci of disturbances—the elements which start disorders.

Every crowd is made up of small non-responsible and irresponsible elements of disorder. The non-responsible elements may be comprised of young children, a group of girls, or even a group of the players' parents and their friends. These groups usually possess only a limited knowledge of the game and at the same time are highly subjective in nature.

The irresponsible element differs from the non-responsible. It is composed of groups deliberately trying to create a disturbance or draw attention to themselves. They will raise the roof even when they know a proper decision has been made.

These groups are often made up

of band members, varsity club members, fraternity groups, or similar bodies which function as a unit within the school's social structure. These groups are bent on exhibiting their loyalty by disagreeing with anything called against their team. Their unwarranted grumblings often pressure the assemblage into mass displays.

There is still another group which creates crowd clamor—the individuals who do not know that basketball is a no-contact game, who have played little basketball under any supervision, and whose reason for playing was more for exercise than for the development of skill.

They have never come to appreciate the difference between their rough-house game and the organized skillful game which they view. As a result, they have little knowledge of the rules and a false impression of what constitutes a foul.

This element may be made up of ex-service men who played a little unsupervised ball while in the armed forces, and physical education and intramural athletes.

### ROLE OF THE OFFICIAL

The official is the prime motivator for most crowd disorder. As a rule, however, he is not at fault. It is impossible to please everybody. Often, though, through lack of foresight, the official may be directly responsible for an outburst.

It is the duty of the official to know his business—to know the rules and the mechanics of his job. While an official can be forgiven for an occasional lack of judgment, there is no excuse for not knowing the rules and applying them with consistency.

An official should also have a great deal of respect for his profession. He should not be mercenary or be satisfied with doing a poor job so long as he is being paid for it.

When a man realizes he will never make a good official, he should give up the ghost. The same holds true of officials who become too old to do a good job. It is not difficult to spot a poor official or a "has been." Trouble follows them like a plague.

An official also owes it to himself and to the game to have a physical check-up before each season. This should, of course, include an eye test. Some officiating organizations require this exam. Too many other organizations do not, which is a mistake.

A good official should know some—  
(Concluded on page 67)



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**ADAMS ST. COLLEGE TOP-OF-THE-NATION**—Alamosa, Colo. June 13-18. Ron Crawford, director. Courses: Football, Basketball, Training. Staff: Lynn Waldorf, Carl Snively, Clair Bee, Vadal Peterson, Frank Cramer. Tuition: \$25 (plus \$25 for room and board, if desired). See adv. on page 48.

**ALABAMA UNIV.**—Tuscaloosa, Ala. Aug. 15-19. H. D. Drew, director. Courses: Football, Basketball, Baseball, Track. Staff: Don Faurot, Alabama U. staff. Tuition: Free.

**BETHANY COLLEGE**—Bethany, W. Va. Aug. 15-19. John J. Knight, director. Courses: Football. Staff: To be announced. Tuition: \$15 (plus \$15 for room and board).

**CALIFORNIA'S WORKSHOP AND SCHOOL**—San Luis Obispo, Calif. Aug. 1-12. Vernon H. Meacham, director. Courses: Football, Basketball, Baseball, Track, Wrestling, Tennis, Physical Ed., Training, Administration, others. Staff: Lynn Waldorf and Staff, Everett Dean, Lawson Little, Jim Thompson, Jess Hill, Brooklyn Dodgers, others. Tuition: \$7.

**COLBY COLLEGE**—Waterville, Me. June 16-18. Ellsworth W. Millett, director. Courses: Football, Basketball. Staff: Arthur Valpey, Adolph Rupp. Tuition: \$15.

**COLORADO COLLEGE**—Colorado Springs, Colo. June 6-10. Allison K. Binns, director. Courses: Football, Basketball, Training. Staff: Frank Leahy, Ed Krause, Bill Early. Tuition: \$25 (plus \$25 for board and room). See adv. on page 49.

**COLORADO UNIV.**—Boulder, Colo. June 17-July 22, first term; July 25-Aug. 26, second term. Harry G. Carlson, director. Courses: Football, Basketball, Track, Intramurals, Recreation, Training, Gymnastics, Curriculum Building. Staff: Dallas Ward, Forrest Cox, Frank Potts, Frank Prentup, V. K. Brown, Charlie Vavra, Roland Balch. Tuition: Per term, \$27.50, residents; \$55.50, non-residents.

**CONNECTICUT UNIV.**—Storrs, Conn. Aug. 22-25. George Van Bibber, director. Courses: Football, Basketball, Baseball, Track, Soccer. Staff: Carl Snively, George K. James, J. O. Christian, Howard Hobson, Hugh S. Greer, John Y. Squires, Frank Kavanagh, others. Tuition: \$10.

**EASTERN PENNA. COACHES ASSN.**—East Stroudsburg, Pa. June 20-24. Marty Baldwin, director. Courses: Football, Basketball, Baseball, Training. Staff: Wally Butts, Charley Caldwell, Bob Higgins, Ben Carnevale, Charley Gelbert, Duke Wyre. Tuition: \$32, Assn. members; \$35, state coaches; \$38, others (includes room and board). See adv. on page 46.

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and

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Trainer: Bill Ruple, Neville Hi, runner up in Class "A"

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Assistant: Milton Clavier

Trainer: "Pete" Mahles

All-Star game will be played Aug. 13 at 8:00 P. M.

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For further information write to: WOODROW W. TURNER, Sec.-Treas., Louisiana High School Coaches Association, Columbia, Louisiana.

**EDINBORO COACHING SCHOOL**—Edinboro, Pa. Aug. 9-12. Jim Hyde, director. Staff: Charley Caldwell and Princeton Staff, Rex Enright and South Carolina Staff. Tuition: \$25 (includes room and board). See adv. on page 46.

**FREMONT COACHING SCHOOL**—Fremont, Mich. Aug. 25-26. L. J. Gotschall, director. Course: Basketball. Staff: Adolph Rupp, others. Tuition: \$6.50.

**GEORGIA COACHES ASSN.**—Atlanta, Ga. Aug. 15-20. Dwight Keith, director. Courses: Football, Basketball, Track, Training. Staff: Frank Leahy, Carl Snaveley, Wally Butts, Adolph Rupp, Clyde Littlefield, Duke Wyre, others. Tuition: Members, free; non-members—\$10, basketball; \$10, football; \$15, both.

**IDAHO COACHES ASSN.**—Boise, Ida. Aug. 8-13. Jerry Dellinger, director. Courses: Football, Basketball, Track, Baseball. Staff: To be announced. Tuition: \$10.

**INDIANA BASKETBALL SCHOOL**—Logansport, Ind. Aug. 8-10. Cliff Wells, director. Staff: Tony Hinkle, Everett N. Case, Cliff Wells. Tuition: \$12.

**KANSAS COACHING SCHOOL**—Topeka, Kan. Aug. 22-26. E. A. Thomas, director. Courses: Football, Basketball, Track, Six-Man Football, Training. Staff: To be announced.

**KANSAS UNIV.**—Lawrence, Kan. June 13-25 (Advanced Football); June 27-July 26 (Advanced Basketball); June 27-Aug. 6 (Physical Education). E. C. Quigley and Henry A. Shenk, directors. Staff: J. V. Sikes, Phog Allen, Univ. Physical Ed Staff. Tuition: Regular Univ. fees.

**LOUISIANA COACHES ASSN.**—Columbia, La. Aug. 10-12. Gernon Brown and Buck Seeber, directors. Courses: Football, Basketball, Training. Staff: Blair Cherry, Matty Bell, Ed Diddle, Bill Dayton, others. Tuition: \$2, state h. s. coaches; \$5, state college and outside h. s. coaches; \$10, outside college coaches. See adv. on page 48.

**MARYLAND UNIV. TRAINING SCHOOL**—College Park, Md. June 10-11. Duke Wyre, director. Staff: Dr. George Bennett, Dr. Thurston Adams, Dr. Harry A. Bishop, Ernie McKenzie, Dick Simonson, Fritz Lutz, others. Tuition: Free.

**MICHIGAN ATHLETIC ASSN.** (Lower Peninsula)—Mt. Pleasant, Mich. Aug. 15-19. D. P. Rose, director. Courses: Football, Basketball Training. Staff: To be announced. Tuition: \$15 (room and board charge).

**MICHIGAN ATHLETIC ASSN.** (Upper Peninsula)—Marquette, Mich. Aug. 8-12. C. V. Money, director. Courses: Football, Basketball, Training. Staff: To be announced. Tuition: \$15 (room and board charge).

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★ Ray Eliot, Illinois, Football  
★ Ed. Hickey, St. Louis, Basketball  
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**MINNESOTA COACHES ASSN.**—Minneapolis, Minn. Aug. 22-24. Chet Roan and H. R. Peterson, directors. Courses: Football, Basketball. Staff: Bernie Bierman, Ozzie Cowles, Vern Morrison. Tuition: Members, free; others, \$10.

**MISSOURI UNIV.**—Columbia, Mo. June 16-18. Don Faurot, director. Courses: Football, Basketball, Track, Baseball, Training. Staff: Matty Bell, Don Faurot, Wilbur Stalcup, Tom Botts, John Simmons, others. Tuition: \$10.

**MONTANA ST. UNIV.**—Missoula, Mont. July 25-29. Clyde W. Hubbard, director. Courses: Football, Basketball. Staff: Adolph Rupp, Ted Shipkey. Tuition: \$10.

**MURRAY ST. COLLEGE**—Murray, Ky. June 10-11. Roy Stewart, director. Courses: Football, Basketball. Staff: Ray Eliot, Ed Hickey. Tuition: \$5. See adv. on page 48.

**NEW YORK BASKETBALL SCHOOL**—Hancock, N. Y. Aug. 18-20. John E. Sipos, director. Staff: Howard Hobson, Marion Crawley, others. Tuition: \$10.

**NEW YORK STATE**—Rochester, N. Y. Aug. 22-27. Philip J. Hammes, director. Courses: Football, Basketball, Baseball, Track, Six-Man Football, Wrestling, Training. Staff and Tuition: To be announced. See adv. on page 49.

**NORTH DAKOTA ST. COLLEGE**—Fargo, N. D. May 6-7. Howard Bliss, director. Courses: Football, Six-Man Football. Staff: Burt Ingwersen, Walter Hunting, Earl Bute, others. Tuition: \$3.

**PENN ST. COLLEGE**—State College, Pa. June 27-Sept. 2 (one-week coaching courses in specific sport); June 27-July 16 and July 18-Aug. 6, health education workshop in rural school health. Courses: All Sports, Health Ed, Physical Ed, Recreation. Staff: Bob Higgins, John Lawther, Bill Jeffrey, Joe Bedenk, and other members of Coaching and Physical Ed Staff. See adv. on page 46.

**ROCKY MOUNTAIN COACHING SCHOOL**—Billings, Mont. July 18-23. Herb J. Klindt, director. Courses: Football, Basketball, Training. Staff: Lynn Waldorf, Ed Hickey, others. Tuition: \$25.

**SOUTH CAROLINA COACHES**—Columbia S. C. Aug. 4-10. Harry H. Hedgepath, director. Courses: Football, Basketball. Staff: Lee Patton, Carl Snively. Tuition: Members, \$5 for each or \$7.50 for both; non-members, \$10 for each or \$15 for both.

**SOUTH DAKOTA ATHLETIC ASSN.**—Huron, S. D. Aug. 16-19. R. M. Walseth, director. Courses: Football, Basketball, Six-Man Football, Training. Staff: Ev Shelton, Ray Duncan, Lloyd Stein, others. Tuition: Free.

\*\*\*\*\*

#### Fifth Annual

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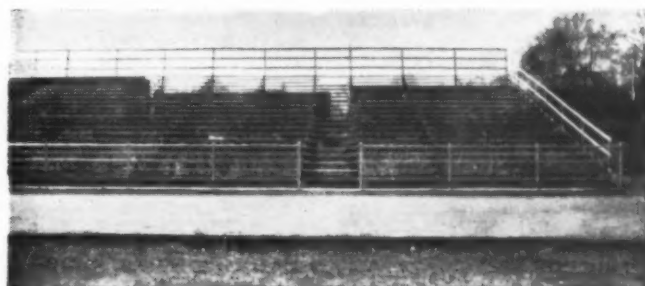
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**SOUTHERN ILLINOIS UNIV.**—Carbondale, Ill. Aug. 22-24. Glenn A. Martin, director. Courses: Football, Basketball. Staff: Don Faurot, Hank Iba, Burt Ingwersen. Tuition: Free.

**STANFORD UNIV.**—Stanford, Calif. June 20-25. Al Masters, director. Courses: Football, Basketball, Baseball, Track. Staff: Marchie Schwartz, Everett Dean, Harry Wolter, Jack Weiershauser, and full staffs. Tuition: \$55 for three hours Univ. credit; free, if no credit is desired. (Only high school and junior college coaches in state eligible to attend.)

**TENNESSEE ATHLETIC ASSN.**—Knoxville, Tenn. July 27-30. Farmer Johnson, director. Courses: Football, Basketball, Training. Staff: Herman Hickman, U. of Tennessee Staff, Mickey O'Brien, others. Tuition: \$10.

**TEXAS COACHES ASSN.**—Beaumont, Tex. Aug. 1-5. L. W. McConachie, director. Courses: Football, Basketball, Track, Baseball, Training. Staff: Don Faurot, Carl Snively, Hank Iba, Adolph Rupp, Emmett Brunson, Marty Karow, Eddie Wojeki, others. Tuition: \$10, members; \$15, non-members and college coaches. See adv. on page 46.

**UTAH COACHES ASSN.**—Salt Lake City, Utah. Aug. 15-20. Don Dixon, director. Courses: Football, Basketball. Staff: Dutch Meyer, Jim Aiken, Clair Bee. Tuition: \$15. See adv. on page 50.

**VIRGINIA COACHES ASSN.**—Blacksburg, Va. Aug. 17-20. W. L. Younger, director. Courses: Football, Basketball, Six-Man Football, Training. Staff: Football and Basketball staffs of U. of Virginia, Virginia Tech, William & Mary, U. of Richmond, V.M.I., Washington & Lee. Tuition: Free, state coaches; \$10, others.

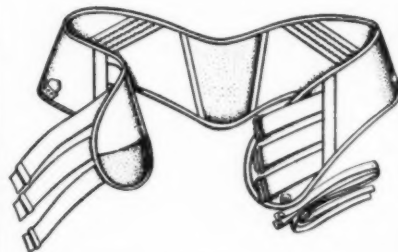
**WASHINGTON COACHES ASSN.**—Seattle, Wash. Aug. 22-27. A. J. (Swede) Lindquist, director. Courses: Football, Basketball, Track, Baseball. Staff: Bud Wilken-son, Frosty Cox, Jack Mooberry, H. V. Porter, others. Tuition: Free, members; \$10, non-members.

**WEST VIRGINIA UNIV.**—Morgantown, W. Va. June 27-Aug. 1 (one week each to football, basketball, track, baseball, wrestling, training). F. J. Holter, director. Staff: Dud DeGroot, Wes Fesler, Lee Patton, John Lawther, Chick Davies, Duke Wyre, others. Tuition: \$5 per hour, state residents; \$7 per hour, others. (One hour of graduate credit per week of attendance.)

**WISCONSIN COACHES ASSN.**—Madison, Wis. Aug. 15-20. Harold A. Metzen, director. Courses: Football, Basketball, Six-Man Football, Training. Staff: Ivy Williamson and Wisconsin Staff, Adolph Rupp, others. Tuition: \$1, members; \$10, non-members.

**WYOMING UNIV.**—Laramie, Wyo. Aug. 8-13. Glenn J. Jacoby, director. Courses: Football, Basketball. Staff: To be announced. Tuition: \$10.

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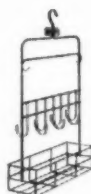
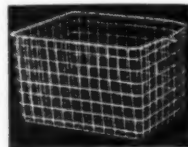


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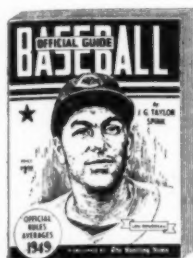
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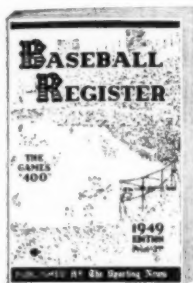
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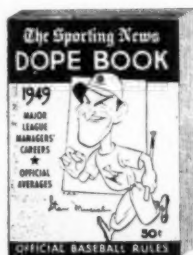
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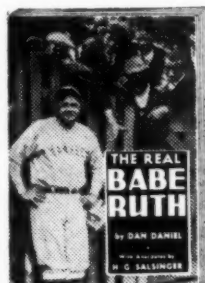
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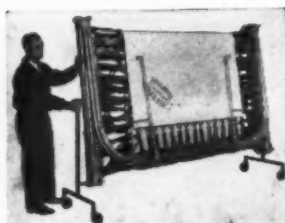
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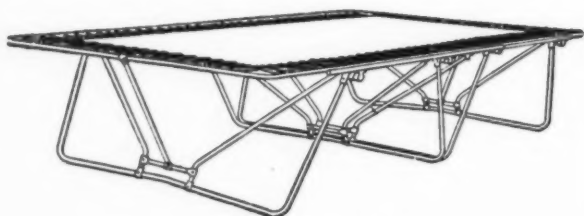
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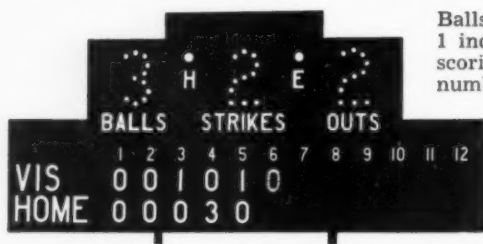
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## Control Your Pitcher

(Continued from page 20)

ing your arm back. The throw should be on its way by the time your body is completely around.

5. *Never* wind up with a man on first or second. With a runner on third, a wind-up is permissible, if it isn't too deliberate.

6. With a runner on third in scoring position, feed the batter low curve balls. This is the toughest pitch to convert into a long outfield fly.

7. *Never* throw a slow ball with first occupied, as you are handicapping your catcher.

8. Don't be afraid to throw to the bases. Even if you don't pick a runner off, the throw keeps him that extra stride away from the next base and makes the batter over-anxious.

9. Aim for the first baseman's right knee when you throw.

10. Forget the runner once you start your delivery to the batsman. You can't have one eye on each and expect to hit your target.

### GOOD FOLLOW THROUGH

11. Be ready to field any type of ball by squaring away after your delivery. That is, finish the pitch with both feet about parallel, knees bent slightly, and the body bent a little forward from the waist up. This will come naturally with a good follow through.

12. Remember there is *always* a base to cover. *Never* just stand and watch the show on any kind of hit.

13. Don't be discouraged by errors when you are pitching good ball, just as you don't expect your teammates to give up when you are having a poor day. Your discouragement will give the opposition all kinds of confidence.

14. Try not to look worried if you get into trouble. A big grin will give your teammates confidence and make the batter a little less sure of himself.

15. Don't get upset if your coach starts to warm up another pitcher. It doesn't always signify a lack of confidence in you. It's good baseball to always have another moundsman ready.

Since pitchers top the list when it comes to temperament, probably because they are always working under pressure, here are a few suggestions to follow in developing the pitcher's confidence and control:

1. Study your pitcher thoroughly



before attempting to do any serious coaching.

2. Determine which of these types he is: (a) serious, (b) moody, (c) happy-go-lucky.

3. Find out as early as possible if he possesses the will to win.

4. Is he a team player or an individualist?

5. Does he get along with the other players? Many pitchers don't because they ride the players who make errors behind them. To be really successful over a period of years, the pitcher will need eight friends behind him.

6. Does he get rattled easily? Does he think a situation out?

7. What is his home life like? Very often this will be the real cause behind a pitcher's failure.

8. Does he care if he loses or can he just shrug it off?

9. Does he keep himself in shape or must he be pushed?

10. Does he loaf when fielding or batting because he is the pitcher?

#### GUIDING PRINCIPLES

There are many different ways to handle these situations, but a few old faithfulness to remember are:

1. Be patient with the nervous, hard-working type.

2. Bear down on the lazy, moody type and let him know right at the outset that you can get along without him.

3. Keep the loafers busy shagging flies.

4. Get them all to have confidence in you. If you can do this, they will bring you their troubles and not carry them to the mound.

5. Instill in them the thought that they are better than *any* batter they face.

6. Get them to think out a situation.

7. Make your pitchers get ahead of the batter.

8. Don't be a nagger. Nothing will upset a highly strung boy more.

9. Get acquainted with his family. You will be surprised at the little helpful things you may discover.

10. Stick as long as possible with a boy who is trying hard, but yank the lazy, careless type as soon as you think he is not giving all he has.

11. Impress upon all your pitchers the importance of always staying in condition and the necessity of having the legs in shape.

Since your pitcher represents at least 75% of your chances of winning any given game, the time spent with him will not be wasted. And, remember, he must have control of himself before he can hope to control the ball.



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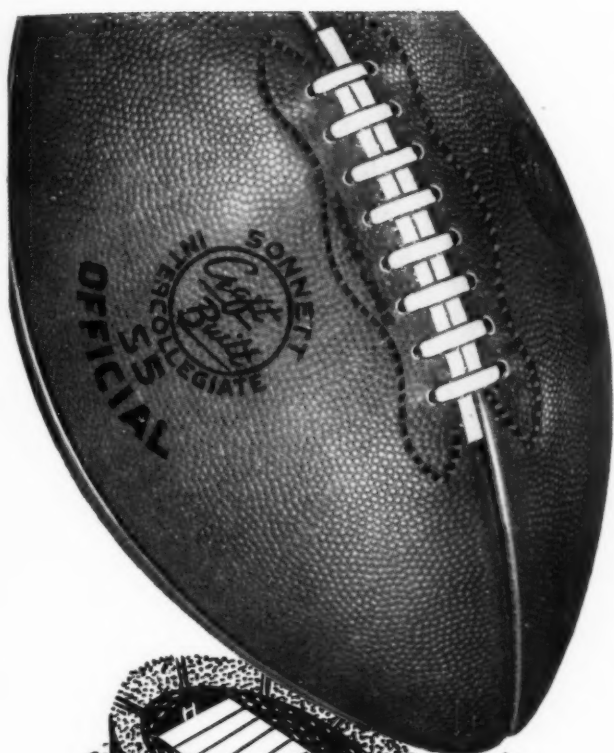
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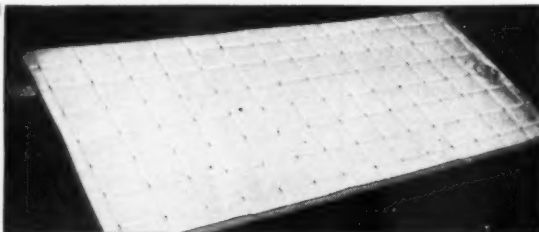
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## NEW BOOKS

- **EDUCATION THROUGH PHYSICAL ACTIVITIES** (Physical Education and Recreation for Elementary Grades). By *Patricia Ruth O'Keefe and Helen Fahey*. Pp. 309. Illustrated—tables, photos, and drawings. St. Louis: The C. V. Mosby Co. \$4.

AS director and supervisor, respectively, of health and physical education for the Kansas City (Mo.) Public Schools, Patricia Ruth O'Keefe and Helen Fahey are singularly qualified to meet the long-felt need for a manual of desirable practices, activities, and procedures for administrators of elementary school physical education programs.

Using their extensive knowledge and experience as a springboard, the authors present practically and logically the bases for selecting activities, the fundamental principles underlying the program, the objectives of the program, the desirable amount of time to devote to the total program, the numerous activities, and the criteria for evaluating the activities.

The book not only presents the activities that should be included in the program, but shows clearly how the program can be adapted to varying situations where facilities and equipment affect the type and nature of the program.

Part I deals with outdoor activities, Part II with indoor activities, and Part III with special events such as pageants and auditorium programs. Suggestions and plans are presented in non-technical terms so that they may be easily understood and utilized by teachers, recreation leaders, and parents, as well as by specialists.

Everyone responsible in any way for the proper growth and development of the elementary school child, will find this book of solidly concrete value.

- **PHYSICAL EDUCATION DEMONSTRATIONS MADE EASY**. By *William A. Healey*. Pp. 81. Illustrated—drawings and photos. Danville, Ill.: The Interstate Printers and Publishers, Inc. \$2.

IN an attempt to justify his program, the physical educator has come to lean more and more on the "demonstration" type activity. The demonstration represents a wholesome constructive form of publicity for the physical education program and affords the administrator a golden opportunity to show the public just what is being done in the school.

In this book, William A. Healey, varsity basketball coach and physical educator at Eastern Illinois State College, shows you exactly how to organize and present these "shows" to the public. Using 102 diagrams and 23 pictures, he describes 23 different types of demonstrations. The descriptions are terse and crystal

clear, with every activity especially adapted to the high school gym.

Among the demonstrations described are those featuring apparatus, tumbling, pyramids, basketball drills, dancing, wrestling, archery, golf techniques, relays, games of low organization, first aid drill, living statuary, stunts, clown act, marching, and rope jumping.

- **LEISURE AND RECREATION** (Revised Edition). By Martin H. and Esther S. Neumeyer. Pp. 411. New York: A. S. Barnes and Co. \$4.50.

WHILE the authors take essentially the same point of view as in the earlier work, they have greatly improved and clarified the analysis of the subject matter.

They have brought the material up to date; arranged the topics in a more logical sequence; concentrated the discussions of the development of leisure, the recreation movement, and the conditioning factors; and organized the other materials in a more systematic way to stress the group aspects of leisure and recreation rather than the theories of play and recreation.

The 16 main chapter headings include: leisure—a new outlook; development of leisure and recreation; recreation movement in the U.S.; recreation movements in other lands; world trends in recreation; conditioning factors of leisure and recreation; leisure and personality; preparing for leisure; theories of play and recreation; group aspects of recreation; recreation and social maladjustment; commercial recreation; community recreation—public agencies; community recreation—semi-public and private agencies; recreation leadership; and methods of recreation research.

Published originally in 1936, this is definitely one of the more important works in the field, and deserves the consideration of everybody connected with the field in an administrative capacity.

- **OFFICIAL SOFTBALL SCORING BOOK.**
  - **BASEBALL SCORING BOOK.**
- 25 games each. Leonia, N. J.: Wells Publishing Co. \$1.50 each.

THESE 10 by 14 in. scoring books offer the baseball and softball coach a perfect medium through which to keep a record of every play.

Designed for 25 games, each book presents the basic scoring rules and the precise manner in which to score a game.

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The charting is unusually simple to observe and should prove exceedingly helpful to coaches and official scorers.



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# Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

**T**ORRID is just the word for high school football down Texas way. Our pet Texas anecdote concerns Jimmy Strickland, the great Cleburne player. Before one of Cleburne's big games, Jimmy called upon his teammates to kneel for a moment of silent prayer.

Shortly thereafter, the enemy took the kick-off and started advancing steadily toward the Cleburne goal. Jimmy called time-out and gathered his mates around him:

"Men," he said, "some blankety-blank didn't pray."

The cocky golfer teed up, looked toward the distant green, and confidently announced, "This is good for one long drive and a putt." He swung mightily and just managed to tip the ball. It rolled about 35 feet. Briskly he approached the ball, lined up the shot, and exclaimed: "Now for a hell of a putt."

Lefty Gomez once got involved in an argument with Jimmy Dykes on how to pitch to a hitter with two men on base. After a heated discussion, they decided to get Mike Kelley, one of the most respected technicians in the game, to settle the argument.

The pair found Kelley in bed. "Wake up, Mike," Gomez yelled, "We want to ask you a question."

"Go away," Kelley replied. "Wait till tomorrow."

"What, and leave two men on base?" quipped Gomez.

Who would you say is the most dangerous hitter in the game? Williams? DiMaggio? Musial? The answer is no in each case. According to statistics, the greatest clutch hitter in baseball is—Lou Boudreau! For example, DiMaggio, last season, had the opportunity to advance runners a total of 1,055 bases. Joe actually advanced them 304 bases, for an average of .288—which was a lot lower than his batting average of .320.

Boudreau, on the other hand, had the chance to advance runners a total of 936 bases. He actually pushed them up 348 bases, for an average of .372, which was a lot higher than his batting average of .355.

The following table will prove why the Cleveland pilot is the most dangerous batter in baseball. It lists the number of bases each slugger could

have advanced the runners on base, the bases each slugger actually advanced the runners, and each hitter's over-all advance average.

	Possible Advance	Actual Advance	Advance Average
Boudreau	936	348	.372
Williams	867	300	.346
Musial	933	321	.344
DiMaggio	1055	304	.288
Kiner	1099	266	.242

Ted Williams knew what he was talking about when he said, "That guy Boudreau has only one weakness. He can't hit when there's nobody on base."

The Scarsdale and Pelham school-boy teams of Westchester County, N.Y., were engaged in a lop-sided basketball game, with Pelham on the long end of the score. For some reason, Scarsdale insisted on playing it close to the vest. They mothered the ball carefully and refused to set it up. Toward the end of the game, a Scarsdale player received the ball at the edge of the circle and looked up at the basket. He posed there undecidedly for a long moment, until a fan in the audience lost patience.

"For heaven's sake, shoot!" he yelled. "You got the wind with you!"

If Johnny Antonelli, the famous Braves bonus pitcher, could command a \$51,000 nut for signing a contract, how much would you say William Buck Allen, of West Rochester (N.Y.) High School, is worth?

Allen pitched against Antonelli twice last year. In the first game, Antonelli pitched a one-hitter. But Allen pitched

a no-hitter and beat him, 1-0. A few weeks later, they met again, this time in an American Legion tourney. Antonelli held Allen's team to one hit. But Allen pitched another one-hitter and again beat him, 1-0.

"I find your magazine very informative and accurate, and the Coaches' Corner cannot be equaled," writes William A. Ross, hoop coach at Beaver Falls (Pa.) Junior High. "However, I caught a slight error in the February Coaches' Corner. In the item about the Oklahoma-CCNY game, you said that the clock, on a pass-in from out of bounds, starts when the ball strikes the floor or is touched by a man in bounds. You're only 50% right. The clock does not start when the ball strikes the floor—only when it touches or is touched by a man in bounds."

Thanks for coming to our Ross-cue, Bill. But we corrected the mistake in a subsequent item about the same game (page 60, March issue) just before we received your note.

Our old friend, Frank Colucci, a reformed schoolman out of Flint, Mich., who is now peddling "America's Most Appreciated Candies" and officiating on the side, has a teeth-saver for basketball arbiters. Take a regular rubber baby nipple, he says, cut off the long end, snip off the tip, and place over the mouth of the whistle. This will reduce wear and tear on the mouth and save a lot of teeth. Can the same thing be said about your candies, Frank, old boy?

The nation's No. 1 point-maker the past basketball season was a 5 ft. 7 in.,



Wide World

Track gets the gate! Here is the automatic starting gate that received more publicity than the runners during the past indoor season. It is shown here in actual operation during the National Indoor AAU Prep School Championships. Invented by Ben Ogden, Temple coach, it features a restraining device which fits over the front part of the shoulders. The starter, after giving his preliminary commands, springs a lever which simultaneously shoots off a gun and releases the restraining device. Result: A fair starting shake for everybody.



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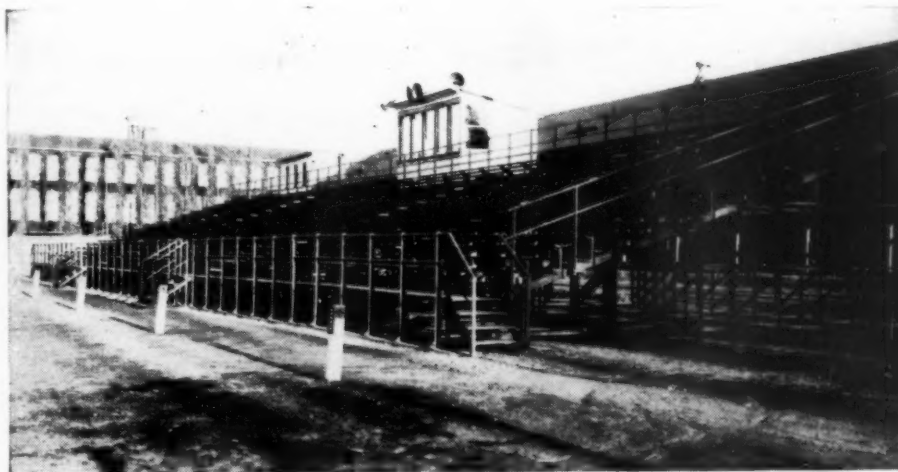
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145 lb. Ohio schoolboy named Ken Alessi. This pocket-sized deadshot netted a total of 970 points during a 27-game schedule, for a fantastic 36-point-a-game average. Ken passed the 1,000 mark by bagging 36 points in Yorkville's first appearance in the Jefferson County tourney; then scored 44 points in his second start. That's when we lost track of him. Ken is also a baseball and football star, and the college bird-dogs are lined up 12 deep on his doorstep.

Frank Szymanski, the former Notre Dame football center, was once sum-

moned to appear as a witness in court. He swore to tell the truth, the whole truth, and nothing but the truth.

"Are you on the Notre Dame team this year?" the judge asked.

"Yes, your honor."

"What position do you play?"

"Center, your honor."

"How good a center are you?"

"Judge," exclaimed Szymanski, "I'm the best center Notre Dame ever had."

Coach Frank Leahy was astonished at this burst of arrogance, since Szymanski had always been considered the most modest of athletes. "How could you ever stand up in public and

make a statement like that?" he asked the boy.

"It was a bit unusual," agreed Szymanski, "but you see, Coach, I was under oath."

We've heard of all sorts of unique suggestions for controlling unruly basketball crowds, but the latest recommendation—by E. L. Romney, commissioner of the Skyline Six Athletic Conference—tops 'em all. He proposes putting masks on the officials! "The masks," he says, "would eliminate personalities and might thus stop some of the unjustified booing."

After watching some of the officials in our territory operate, we believe it might be a better idea to hand out masks to the spectators.

Hey, track coaches, how would you like to have a guy like Bill Albans around? The U. of North Carolina freshman recently set the track cognoscenti drooling by sweeping five events in the Southern Conference indoor games. His winning performances included:

1. Broad jump, 22 ft. 2½ in.
2. High jump, 6 ft. 4½ in. (new record).
3. 60-yard dash, 0:06.5.
4. 70-yard high hurdles, 0:08.6.
5. 70-yard low hurdles, 0:07.6 (new record).

All the wacky quizz shows are having an insidious effect on the sports world. Take "King Kong" Klein, for instance. The ex-NYU basketball and football star, now an outstanding official in the New York area, recently called a foul in the waning moments of a closely fought basketball game. As the players moved to the foul line, a member of the trailing team looked up and noticed that the clock was still running.

"Stop the clock!" he screamed. Quick as a flash, "King Kong" pointed to the player and exclaimed: "Give this boy a prize!"

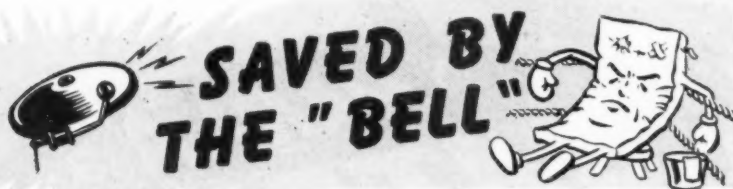
The golf pro took his star duffer up to the tee. He pointed to the distant green and said, "Drive the ball as near to the flag as you can." The duffer took an atrocious swing, but as luck would have it, he connected squarely and deposited the ball just two feet from the cup. "What do I do next?" he asked the pro.

"You knock it into the hole," the pro explained.

"Into the hole!" the duffer shouted. "Why didn't you tell me that in the first place!"

Jack Lavalley, the famous football scout and wit, having just spun a few yarns at a big dinner affair, asked for questions from the audience. "How did St. Bonaventure beat William & Mary?" demanded the first questioner.

Remembering the 7-6 score, Lavalley shot right back: "By kicking the extra point. Next question."



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## "How I Bat"

(Continued from page 9)

first base from the start.

The drag is an exaggerated bunt. The ball is bunted between the pitcher and first base with too much speed to give the pitcher time to get off the mound and field it and not enough speed to give the second baseman time to field it and make the play.

It is especially effective with fast, left-handed pull-hitters, when the second baseman plays deep. An occasional drag bunt by such a hitter helps keep the second baseman honest, that is, makes him play in his normal position. Right-handed hitters can get away with the drag occasionally, but they must push the ball between the pitcher and first baseman. On drag plays, the batter can be in motion before the ball is hit.

Since Babe Ruth introduced the home-run era and baseball adopted the livelier ball, choke hitters have practically disappeared from the game. A choke hitter, with a short grip, can manipulate the bat better for placing hits but gives up the leverage necessary for long-ball hitting.

### HIT WHERE THE BALL IS

While the choke hitter can "hit 'em where they ain't," the best a swing batter can do in placing hits is to hit them where the ball is. A right-handed swinger can hit an outside pitch to right field; a left-hander can hit an outside pitch to left field.

Swinger or choke hitter, when ordered to hit behind the runner (that is, to right field when a man is on first base), must remember that he must sacrifice distance for direction.

Despite all baseball's rules and regulations against "dusters," there are times when a pitcher throws at a batter. He doesn't do it with the idea of deliberately injuring the batter, but with the intention of driving him away from the plate and shattering his confidence.

The average player who has been dusted off usually is foot-loose on his next swing, set to duck away from a close pitch, and swings at the ball with only his arms and without the power of his body.

The player who goes to bat afraid of being hit will never be a good hitter. A plate-shy batter pulls away from the ball or rocks back on his heels and can't possibly land on a pitch over the outside corner. He

can help overcome his fear by remembering that there have been few serious injuries from pitched balls, and that there are few pitchers vicious enough to try to brain him.

"Guess hitters" are in constant danger of being beamed, and through no fault of the pitcher. The guess hitter anticipates the pitch. If he guesses a curve, for instance, he will come up to the front of the box to hit it before it breaks. If he guesses wrong, or has been misinformed by a coach or runner, and the pitch happens to be a fast ball, he has to hit the dirt to keep from being skulled.

There are some coaches who are clever at stealing signs and letting the batter know what's coming, but I prefer to pick out my own pitch to hit. I'd rather trust my own eyes than make up my mind in advance, or have it made up for me. There's always the chance that the coach has miscued, or that the pitcher will cross him up.

This is not to say that the batter should reject any tip-off by the pitcher. If a pitcher has some betraying mannerism, such as patting the mound or picking up a handful of dirt before throwing a curve ball, the batter should certainly take advantage of it.

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## Forehand and Backhand Strokes

(Continued from page 14)

1. Stepping across the court toward the sideline instead of toward the net, when hitting the ball. This makes it almost impossible to produce a long swing toward the net and thus results in poor balance. To maintain his balance from this position, the player will usually swing his racket across the ball from the outside in. The cross-court step also brings the player too close to the ball, thus cramping the arm close to the body and making it impossible to swing freely.

2. Hitting the ball off the rear or right foot, practically proscribing a long, forward follow through.

3. Running right into the ball—failing to realize that the ball must be the length of both the arm and racket away from the body in order to be met with a free swing.

4. Taking long instead of short steps in approaching the ball. Short steps facilitate the job of getting the correct hitting distance away from the ball and maintaining good balance.



Correct ready position

### THE BACKHAND STROKE

For some reason, practically every beginner shies away from hitting a ball on the backhand. At times, they will practically move off the court in order to hit the ball on the forehand side.

The fact remains, however, that if they would hit as many balls on the backhand as on the forehand, they would soon become as proficient with that shot.

No player can possibly learn any sport skill by avoiding it. Even if the skill is executed incorrectly, the player will, with enough practice, attain a certain degree of success.

In making a backhand shot, the player must change his grip to prevent the racket from turning in his hand when contact is established. Most players who do not change their grip, usually rotate the wrist backward in order to get the necessary support. This opens the face of the racket and results in a heavily sliced shot.

The easiest way to explain the proper backhand grip is to stand sideward to the net and comfortably extend the right arm toward the sideline (on the backhand side), with the palm facing the ground. Keeping the long or main strings parallel to the ground, wrap the fingers comfortably around the handle with the thumb diagonally

across the back. The knuckles of the hand appear on top of the racket and the palm of the hand faces the ground.

To get the feel of the grip, the player should swing the arm and racket back and past the left side of the body. Then with as free and loose a forward swing as possible, the player should swing the arm and racket toward the net.

In making the forward swing, the following points should be observed:

1. Try to swing the racket freely and smoothly with a long, level, straight swing.

2. Keep the face of the racket on the ball as long as possible. (Again, hit through the ball.)

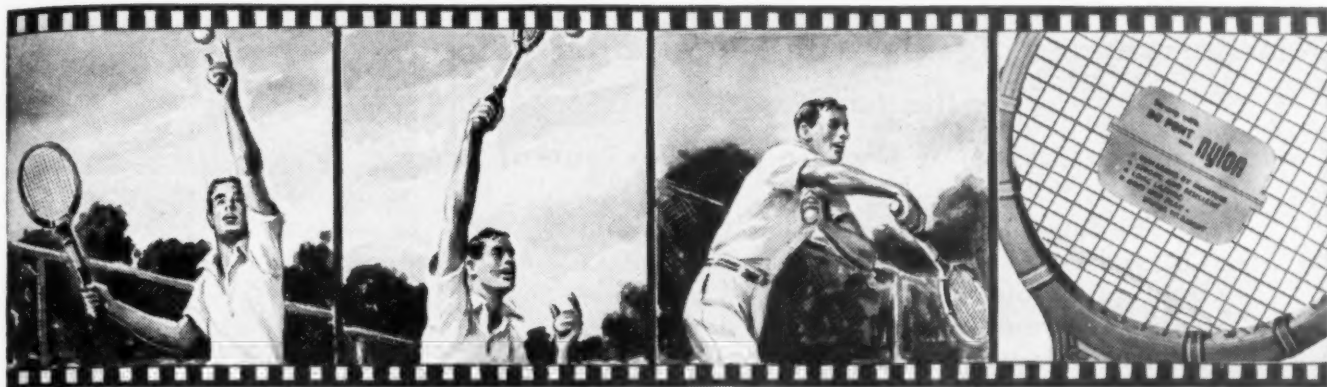
Do this as often as possible. The more times it is done, the more natural it will feel. In the actual hitting of a backhand, the following points apply:

1. Starting from the position of readiness, step toward the net with the right foot, at the same time adjusting the grip and turning the shoulders and hips to the left. Time the step so that the right foot touches the ground just before the forward swing is made. As the ball is stroked, transfer the weight from the left to the right foot. In other words, hit the ball off the right foot.

2. Focus the eyes directly on the ball.

(Continued on page 64)

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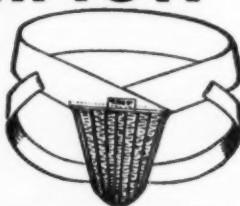
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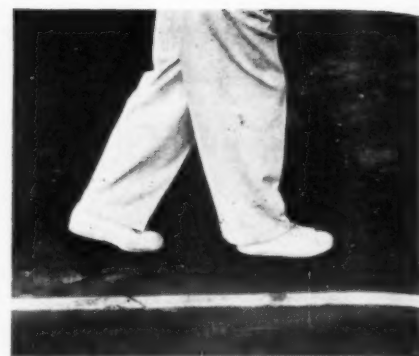
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**Footwork.** One of the more common faults in hitting a backhand is a tendency to step across the court towards the sideline (top picture) instead of advancing the foot toward the net (bottom picture).

3. Lock the wrist until the stroke is almost finished, thus preventing the wrist and racket from rotating when contact is established.

4. Follow through in the direction of the hit.

5. As in the forehand, start the backswing early enough so that the forward part of the stroke is unhurried.

6. As soon as the stroke has been completed, immediately return to the position of readiness.

Common faults in the backhand:

1. Failure to change the grip on the racket.

2. Getting the racket back too late, producing a hurried, inaccurate forward swing.

3. Failure to turn the side to the net. The shoulders should be at right angles to the net when starting the forward swing. This will encourage a long, forward follow through.

4. Pulling the racket across the body, thereby hitting across the ball instead of making a long, straight forward swing.

5. Raising the racket head in the backward swing, then hitting down on the ball with a slice motion.

6. Making a timid, half-hearted attempt to hit the ball—chiefly because of a lack of confidence.

7. Starting the forward swing of the racket too early, thereby hitting the ball too soon. The result is usually a netted shot.



8. Hitting the ball by leaning backward with the weight resting on the left foot. This usually results in an upward swing with little forward momentum.

9. Stepping across the court toward the sideline instead of advancing the right foot toward the net. This (a) throws the player off balance when hitting the ball; (b) tends to make him swing across the ball instead of into and through it; and (c) places him too close to the ball, thus cramping his swing.

In conclusion, I would like to stress the point that the forehand and backhand strokes have many things in common. In each of these strokes, it is important to:

1. Prepare yourself as early as possible to get into good position (balance) to hit the ball and to get your racket back early enough to insure an unhurried forward swing.

2. Not crowd the ball. Be far enough away from the ball to permit a free swing.

3. Step toward the net instead of across court when hitting the ball.

4. Hit the ball off the foot nearer the net.

5. Swing as much as possible on a level plane, directly into and through the ball. Make the forward stroke as long as you can in the direction you plan to hit the ball. Keep the racket face on the ball as long as possible.

6. Watch the ball, not your opponent.

7. Do not hit the ball too hard; use controlled speed.

8. After making the shot, recover as quickly as possible (without shortening the follow through) and get into position for the opponent's return.

9. Assume the proper grip (for forehand or backhand) while moving into position for the shot.

(See page 28 for full details on running an intramural tennis tournament and receiving free awards and drawcharts.)

**T**HIS is the second of three tennis articles by George L. Seewagen, an outstanding pro player who is president of the Professional Lawn Tennis Assn. and coach of St. John's U. (New York) and the Eastern Lawn Tennis Assn. Junior Davis Cup and Junior Wightman Cup squads. The model in the accompanying pictures is Edward McGrath, former Eastern Jr. champion who is now captain of the St. John's tennis team.



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## California Style Meet

(Continued from page 36)

- (f) Time and order for afternoon events, including field events.
- (g) Places and scoring of points in all events.
- (h) Suggestions to coaches to arrange for the noon lunches of their boys.
- (i) An invitation to all coaches and boys to attend a post-meet dinner.

7. Programs for the meet were printed listing all schools, entries, and their numbers.

8. An information booth was set up the morning of the meet where coaches received their badges, numbers for competitors, etc. Three local high school coaches gave out the material.

9. The track, which was marked off the day before the meet, was carefully checked to make sure that all the measurements were standard.

10. A doctor and trainers were obtained to serve during the running of the meet.

11. A "will call" booth was set up where officials picked up their badges the day of the meet.

12. Box lunches were ordered and distributed to all officials and work crews at the close of the morning trials.

The announcer operating the public address system with the cooperation of the field telephone operator, observed a carefully worked-out time schedule so that the meet closed on the specified time.

The time schedule was arranged as follows:

**Morning Events**, 10:00 A.M., two heats each, semi-finals, first four contestants qualifying for finals: 100-yard dash, 120-yard high hurdles, 220-yard dash, 180-yard low hurdles, 880-yard relay (first three teams qualifying).

**Afternoon Events**, finals, five places: 880-yard run (2 P.M.), 100-yard dash (2:10 P.M.), 120-yard high hurdles (2:20), 440-yard dash (2:35), 220-yard dash (2:45), 180-yard low hurdles (3:00), mile run (3:15), 880-yard relay (3:35).

**Field Events**: High jump (1:00 P.M.), pole vault (1:00 P.M.), broad jump (1:30), 12-pound shot put (1:30), 16-pound shot put (2:30).

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## Crowd "Menace"

(Continued from page 44)

thing of crowd psychology and do everything within his power to keep out of the limelight. He should avoid showboating. But at the same time, he should be decisive.

One of the best ways of inflaming a crowd is to act doubtful on a decision or to hesitate between the calling of a controversial decision and the enforcing of the penalty. By speeding up the action on a jump ball or a foul shot, the official can forestall many overt crowd displays.

The official should be objective and honest. Upon making a bad decision, he should never try to balance it up later with another bad decision in favor of the opponents. Two wrongs never make a right.

Officials should also have a professional code of ethics. One official should never openly criticize another. If an official, as a spectator, does not agree with a decision, he should not display his feeling to the people around him. The time to do this is later, in private or at an officials' meeting. The criticism will probably be welcomed at that time. But criticism is never ethical or wise in the presence of members of the crowd.

The working official should ignore the crowd. He should never carry on a running conversation with the near spectators. His full attention should be directed toward calling the game.

The official's role may be summed up by saying that the official, like the coach, owes his first responsibility to the players and the game. A sincere appreciation of this fact will result in better officials and fewer unruly crowds.

The rules presented in this article are by no means all inclusive or all conclusive. Many books have been written on the subject of crowd psychology. But the important thing to remember is that once the majority of the crowd is taught how to act, the unruly elements will gravitate toward order.



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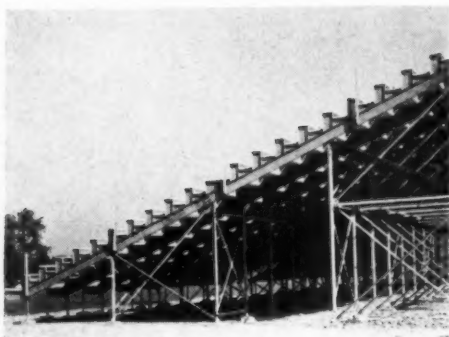


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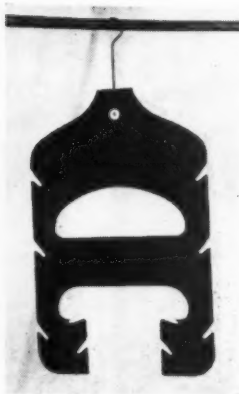
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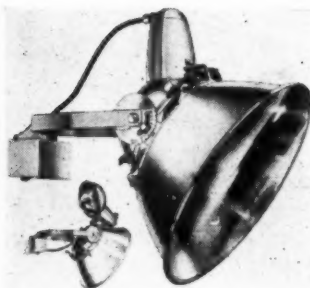
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• **FOOTBALL SCOREBOARD.** Medart's new Scorer and Timer is extra large (20' long and 16½' high), features 2' by 13½" numeral blocks, and records time in minutes and seconds, with time left to play diminishing automatically each second. All steel construction with numeral blocks weather-proofed. Reset mechanism permits setting time from 15 min. down to any length desired. Factory tested for hundreds of hours (including outdoor tests).



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It isn't just the materials . . . It isn't just the styling . . .  
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It's the combination of these things, and others and knowing how to use them that make

## Sports Jackets by BUTWIN Better by far



3648

**No. 2207** TRAVEL OR AWARD SURCOAT. Knitted brushed wool, 24-ounce weight; knitted rayon body and sleeve lining. Sleeves in color contrast to sleeve panels and body. In color combinations of Scarlet & Grey, Maroon & Grey, Royal & Gold, Royal & Grey.

**No. 3648** Ideal Warm-up Jacket for Baseball or Softball. Re-processed all wool 34 oz. weight. Black, Maroon, Dark Green, Royal Blue with two color Braid on Sleeves. Leather Pocket piping. Striped knit trim.

Write  
for  
Name of  
Nearest  
Dealer



2207

## BUTWIN SPORTSWEAR CO.

FINCH BUILDING • ST. PAUL 1, MINNESOTA

# PAGE Stainless Steel TENNIS-NETS

Up summer and winter  
for 8 years and "still  
almost like new!" *Gould Shaw*  
Warrenton, Va.

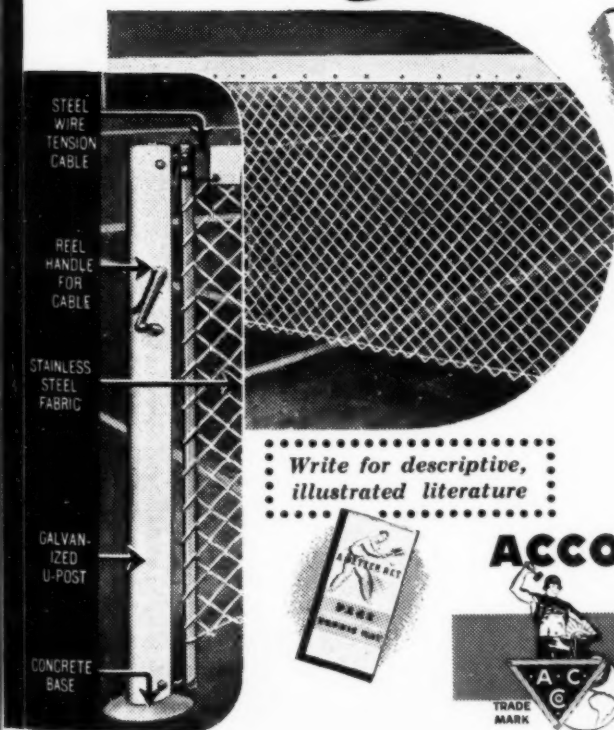
## PUT UP A PAGE FOR BEST NET RESULTS

Approved by coaches and administrators because of constantly maintained playing height, rebound control and smooth, non-injurious surface. Tension is easily regulated. Stainless steel wire is corrosion-resisting and will not harm balls nor players. Top finish and center band are heavy canvas.

Approved by superintendents because of great strength and economy. Net can be put up *once* and left in position all season. Replacement not necessary for many years. Maintenance costs are practically eliminated. PAGE Net Posts are specially designed, sturdy and will add to the life of the net.

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AMERICAN CHAIN & CABLE



Write for descriptive,  
illustrated literature

ACCO



TRADE  
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## Lets Small Fry Score High!



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THAT'S why you should start your youngster off right with the H & R "Targeteer Junior." No straining or distortion of position when youths from eleven to early teens put the "Targeteer Junior" to their shoulders. The result? More comfort... better control... more fun!

"Targeteer Junior" is the only rifle of its kind — designed in conjunction with National Rifle Association experts. It's custom-made to youth's special rifle requirements.

The budding sharpshooter in your house — boy or girl — will do better with a "Targeteer Junior" — the rifle that handles with ease, comfort — and pride!

#### DIMENSIONED TO YOUTH

- 7 pounds weight
- 11 3/4" from butt to trigger
- 36 3/4" over-all length
- 11 3/4" from trigger to handstop



H & R "TARGETEER JUNIOR"  
.22 Caliber Bolt  
Action Repeater **\$39.50**

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- 17 Jewel Movement
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- Standard 60-Second Dial and
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- Anti-magnetic
- Two push buttons for start, stop, and reset
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- Silver gray dial
- Leather band

Send check or M. O. today for prepaid, insured shipment!

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MOORE BLDG., SAN ANTONIO 5, TEXAS  
Distributors of Heuer Timers. Write for Free Catalog!

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FIVE STAR grades the individual in the 100, 880, Shot, High and Broad Jumps. A Special Formula then enables you to assess the potential worth of each boy in the eight other events.

FEATURES... individual achievement record... helps Coach select best event... uncovers latent ability... splendid motivation for Fall and Spring PHYSICAL EDUCATION Classes... serves as a feeder for varsity squad members.

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100 CARDS @ \$4.00 PER 100  
500 CARDS @ \$3.50 PER 100  
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Immediate Delivery Now  
Only \$132.50 less Cable—  
No Moving Parts—Guaranteed  
In Use All over U. S.  
Write for free information  
**CEDAR KRAFT COMPANY**  
Grand Haven, Michigan

## Camera Coaching

(Continued from page 38)

own. I have built several very good ones by taking sequence shots from *Scholastic Coach* and other sources and mounting them on heavy slick paper so that they produce the effect of motion. Expense here is negligible.

I have had a boy take one of these aids home with him and add three feet to his shot put within a week. I credit the improvement to his sudden visualization of the body whip, which he couldn't get previously.

Don't neglect single-action shots in stressing a particular point for your squad members. These can be your own snaps, magazine shots, or pictures clipped from the sports pages. If your school owns an opaque projector, you can get even better results than by using the smaller pictures.

For the purpose of improving morale, spread these pictures around so that the members of the squad can see them. Get pictures of your boys winning in their events, even though only in heats. Your local paper or reporter can help in this. I often display the medals and trophies won along with the pictures. This is a good way of creating interest and pride in the sport.

You can stimulate the progress of your squad by making them use their eyes in other ways, too. Just by way of experiment, have your boys line up along the track to watch and encourage every member as he goes through a hard workout. Keep them doing this day after day and note the results at your meets. The spectators soon catch the fever and your meet is a success.

If you have any hurdlers who have difficulty learning the steps, cheat a little in practice by cutting the distance between the hurdles. Without telling the boy, you can gradually return the hurdles to the right spacing once he has gained the necessary confidence. They won't look so far apart then.

Placing imitation hurdles only one foot high at the correct spacing is another way of overcoming that early fear of not being able to cover the ground in the correct number of strides.

To show a boy the value of striding, have him hit a set mark and take ten ordinary steps. Then have him repeat the performance striding. Let him see by actual demonstration on the track the difference in the distance covered.



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SIMPLIFIED

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To obtain free literature and sample goods,  
carefully check items desired and mail coupon  
directly to Scholastic Coach Advertising Depart-  
ment, 7 East 12th Street, New York 3, N. Y.

Numbers in parentheses denote pages on which the advertisements may be found. Please  
check the items personally, and to be sure of getting the type of service or infor-  
mation you desire, refer back to the advertisement before checking the listing.

#### ALL AMERICAN TROPHIES (61)

- ☐ Catalog on Trophies  
and Engraving Service

#### AMERICAN CHAIN & CABLE (69)

- ☐ Literature on Stainless  
Steel Tennis Nets

#### AMERICAN HAIR & FELT (56)

- ☐ Details on Ozite Gym  
Mat Felt

#### AMERICAN WIRE (50)

- ☐ Folder on Locker Baskets  
and Uniform Hanger

#### ATLAS ATH. EQUIP. (56)

- ☐ Catalog on Baseball,  
Football, Basketball, Box-  
ing, Gym and Field  
Equipment

#### BELL MAT (60)

- ☐ Information on Complete  
Reconditioning Service for  
Gym Mats

#### BIKE WEB (23)

- ☐ Booklet, "1949 Bike  
Coaches and Trainers  
Handbook"

#### BROOKS SHOE (41)

- ☐ Catalog on Athletic  
Footwear

#### BUTWIN SPORTSWEAR (69)

- ☐ Information on Sports  
Jackets, Sideline Parkas,  
Basketball Warm-Up Suits

#### CASTELLO FENCING (66)

- ☐ Catalog
- ☐ Information on How to  
Form, Equip, Train, and  
Schedule a Team

#### CEDAR KRAFT (70)

- ☐ Information on Electric  
Scoreboards

#### CHAMPION KNITWEAR (44)

- ☐ Catalog of Sportswear for  
Track, Spring Sports,  
Football, Basketball

#### CHEM. PRODUCTS (34)

- ☐ Sample Tube "Cinch"  
for Superior Gripping

#### E. J. CLARKE (66)

- ☐ Catalog and Price List on  
Repair of Inflated Goods

#### COACHING SCHOOLS

- ☐ Adams St. (48)
- ☐ Colorado Coll. (49)
- ☐ Eastern Penna. (46)
- ☐ Edinboro (46)
- ☐ Louisiana Coaches (48)
- ☐ Murray St. (48)
- ☐ New York St. (49)
- ☐ Penn St. (46)
- ☐ Texas Coaches (46)
- ☐ Utah Coaches (50)

#### JOHN T. CORE (70)

- ☐ Information on Five-Star  
Track Scorecards

#### CORTLAND LINE (53)

- ☐ Booklet, "Tennis Tactics"  
How many .....

#### CROUSE-HINDS (21)

- ☐ Bulletins for Lighting of  
Baseball, Football, Soft-  
ball Fields; and Swimming  
Pools

#### DUNLOP TIRE (66)

- ☐ Booklet, "How to Improve  
Your Tennis Game," by  
Vinnie Richards  
How many .....

#### EAGLE METALART (66)

- ☐ Catalog of Trophies,  
Medals, Emblems,  
Banners

#### JOHN B. FLAHERTY (32)

- ☐ Information on Knee and  
Elbow "Bub" Protectors

#### GENERAL ELECTRIC (33)

- ☐ Standard Plans for  
Floodlighting Baseball  
and Softball Fields

#### GENERAL SPORTCRAFT (2)

- ☐ Rules Booklets for Bad-  
minton, Deck Tennis,  
Shuffleboard, Table  
Tennis, Bat Tennis

#### H. & R. MFG. (50)

- ☐ Information on Dry  
Markers

#### HARRINGTON & RICHARD- SON (70)

- ☐ Catalog on Rifle Line

#### HANNA MFG. (59)

- ☐ Catalog on Baseball and  
Softball Bats

#### HILLERICH & BRADSBY (25)

- ☐ Famous Sluggers Year-  
book
- ☐ Softball Rules
- ☐ Catalog on Grand Slam  
Golf Clubs

#### HODGMAN RUBBER (16)

- ☐ Catalog on Reducing  
Shirts, Warmup Jackets,  
Hooded Capes, Sideline  
Parkas

#### HORN BROS. (57)

- ☐ Booklet, "Modern School  
Plans"

#### HOUSE OF HARTER (65)

- ☐ Information on Silk Satin  
Track Award Ribbons

#### HUSSEY MFG. (42)

- ☐ Catalog on Steel Portable  
Bleachers and Grand-  
stands

SEE PAGE 72 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

# MASTER COUPON

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**K. & P. ATH. CO. (66)**  
☐ Information on Dow-Metal  
Cross-Bars

**ARTHUR KAHN (67)**  
☐ Addresses of Nearest  
Uniform Makers

**KANDEL KNITTING (62)**  
☐ Information on Letterman  
Sweaters

**KERRIGAN IRON (67)**  
☐ Catalog on Permanent  
Steel Grandstands

**KING SPORTSWEAR (45)**  
☐ Information on Uniforms  
and Protective Equipment

**BRADLEY LAYBURN (71)**  
☐ Information on Gym and  
Playground Apparatus,  
Portable Bleachers,  
Electric Scoreboards

**LEAVITT CORP. (49)**  
☐ Information on Bleacher  
and Stadium Materials

**LINEN THREAD**  
(Inside Front Cover)  
Full information on  
☐ Tennis Nets ☐ Goal Nets  
☐ Protection Nets  
☐ Gym Dividing Nets  
☐ Baseball Batting Cage  
Nets

**MAJESTIC (66)**  
☐ Information on Selling  
Proposition

**MARBA, INC. (38)**  
☐ Information on Athletic  
Equipment Reconditioning

**FRED MEDART (37)**  
☐ Book, "Physical Training,  
Practical Suggestions for  
the Instructor"  
☐ Catalog on Telescopic  
Gym Seats, Steel Lockers  
☐ Information, Acromat-  
Trampoline  
☐ Catalog on Basketball  
Backstops, Scoreboards

**McARTHUR & SONS (65)**  
☐ Free Towel Repair  
Service

**McLAUGHLIN-MILLARD**  
(Inside Back Cover)  
☐ Catalog on Adirondack  
Baseball Bats

**MISHAWAKA RUBBER (43)**  
☐ Catalog on Athletic  
Footwear and Athletic  
Socks

**O. F. MOSSBERG (50)**  
☐ Catalog on Target Rifles  
☐ Booklet, "The Guidebook  
to Rifle Marksmanship"

**MURRAY'S ATH. EQUIP. (47)**  
☐ Catalog on Foam-Rubber  
Filled Football Dummies

**MUTUAL LIFE (28)**  
☐ Booklet, "The Career for  
Me"

**NADEN & SONS (52)**  
☐ Catalog on Electric  
Scoreboards and Timers

**NARRAGANSETT GYM  
EQUIP. (64)**  
☐ Information on Selling  
Proposition  
☐ Catalogs on Gym  
Equipment

**NATIONAL SPORTS (62)**  
☐ Catalogs: Bases, Mats,  
Rings, Training Bags,  
Wall Pads, Pad Covers

**NISSAN TRAMPOLINE (52)**  
☐ Literature  
☐ Booklet, "Tips on Tram-  
polining"

**NOCONA LEATHER (27)**  
☐ Information on Line of  
Leather Athletic Goods  
☐ Information on Leather-  
Covered Molded Helmet

**O-C MFG. (64)**  
☐ Information on V-Front  
Apex Supporters

**OCEAN POOL (64)**  
☐ Information on Trunks,  
Swim Fins, Kick Boards,  
Nose Clips, Caps, Klogs

**OHIO-KENTUCKY (55)**  
☐ Catalog on Line of Balls,  
Gloves, and Striking Bags

**PENNSYLVANIA RUBBER (31)**  
☐ Catalog on Championship  
Softballs, Footballs and  
Tennis Balls

**PENNSYLVANIA SALT (39)**  
☐ Literature on Perchloron  
for Pool Sanitation

**PROFESSIONAL APPLIANCE  
(50)**  
☐ Information on Pro-Belt  
for Sacro-Iliac Support

**RAWLINGS MFG. (3)**  
☐ Catalog

**RED FOX MFG. (57)**  
☐ Catalog on Football  
Equipment

**REGALIA MFG. (50)**  
☐ Catalog on Prize Ribbons  
and Trophies

**REMINGTON ARMS (20)**  
☐ Instructor's Manual on  
Operation of a Rifle Club

**REVERE ELECTRIC (42)**  
☐ Sports Floodlighting  
Bulletin  
☐ Catalog

**JOHN T. RIDDELL (35)**  
☐ Information on Suspens-  
ion Helmets, Shoes, Balls,  
Track Supplies

**SKINNER & SONS (19)**  
☐ Information on Skinner  
Fabrics

**SOLIN SPTG. GOODS (50)**  
☐ Catalog and Fabric Sam-  
ples on Baseball Uniforms,  
Equipment, Warm-Up  
Jackets

**SOUTHERN PRECISION (70)**  
☐ Catalog on Special  
Chronograph

**SOUTHWEST MFG. (55)**  
☐ Catalog on Arkansas  
Traveler and Texas  
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**SPALDING & BROS. (1)**  
☐ Catalog  
☐ Sports Show Book  
(See Feb. adv. for free  
rental of "The Double  
Play Kings of Baseball")

**ALEX TAYLOR (66)**  
☐ Catalog on Athletic  
Equipment

**TAYLOR MFG. (53)**  
☐ Information on Javelin  
and Discus Spot Markers,  
Basketball Bags, and  
Wrestling Mat Covers  
☐ Information on Canvas  
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**UNIVERSAL BLEACHER (63)**  
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☐ Cost Estimate

**VOIT RUBBER (4)**  
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ered Balls and Equipment  
☐ Information on New Bat-  
ting Tees  
☐ Illustrated Price List

**WELLS PUBLISHING (71)**  
☐ Information on Score  
Guides

**WESTINGHOUSE ELECT. (29)**  
☐ Sports Floodlighting  
Planning Book

**WILLIAMS IRON (59)**  
☐ Grandstand Catalog

**WILSON SPORTING (6)**  
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NAME \_\_\_\_\_ POSITION \_\_\_\_\_  
(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

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April, 1949